ED 309 234 RIE VOL.25,NO.01 FROM: ED 309 234 0001
DOCUMENT RESUME JANUARY 1990 TO: ED 309 679

ED 309 234 AA 001 192

Resources in Education (RIE). Volume 25, Number 1.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 309 235 CE 051 662

Galinski, Zbigniew
Work Experience. An Annotated Bibliography.
PUB DATE- 88
AVAILABLE FROM- C and G Home Health Care Information Systems, 27 Norwood Street, Albany, NY 12203 ($15.00).
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; *Career Choice; *Educational Benefits; Educational Research; Outcomes of Education; Secondary Education; Vocational Education; *Work Experience; *Work Experience Programs

This bibliography provides summaries of a selection of research articles on the general subject of work experience. Articles are arranged in alphabetical order by author. This information is provided for each of the 50 entries: author, title, place of publication and publisher, and publication date. A one-sentence summary of the main idea of the article is followed by an annotation of an important issue addressed in the article. Representative topics include the impact of work experience, reading and mathematics skills and obtaining employment, the value of basic literacy skills, earnings, the impact of vocational training on obtaining employment, working during high school, student career expectations, influences on career decisions, Holland's classification of occupational careers, wage comparisons, job prestige, government databases, the effect of economic trends on work experience, and job choice. A final section lists sources requiring further research. (YLB)

ED 309 236   CE 051 990

Home and Family Management. A Bibliography.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- May 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; *Family Life Education; *Home Economics; Homemaking Skills; *Home Management; *Instructional Materials; Money Management; Parenthood Education; Postsecondary Education; Secondary Education

This bibliography describes 133 materials available for use in home economics classes. The materials include books, pamphlets and brochures, films curriculum guides, study guides, and workbooks. A few are suited for use with special needs students. Materials for inclusion in the bibliography were located through the Florida Educational Information Service (FEIS). For each entry, information is provided on title, author, date published, sponsor, series (if any), availability, content, format, audience, and grade level. The areas of home and family management covered in the bibliography include: family relationships; parenthood education; money management; clothing; home care; repair; food preparation; and consumer economics. (KC)

ED 309 237 CE 051 991

Diversified Cooperative Training. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Sep 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Choice; Career Development; *Career Education; Communication Skills; *Cooperative Education; *Educational Resources; Employment Interviews; *Employment Potential; Entrepreneurship; *Instructional Materials; Job Search Methods; *Job Skills; Postsecondary Education; Secondary Education

This bibliography describes 52 materials available for use in cooperative education classes and career and guidance counseling. The materials include books, pamphlets, and brochures, films, curriculum guides, study guides, and workbooks. A few are suited for use with special needs students. Materials for inclusion in the bibliography were located through the Florida Educational Information Service (FEIS). For each entry, information is provided on title, author, date published, sponsor, series (if any), availability, content, format, audience, and grade level. The areas of cooperative and career education covered in the bibliography include: career aptitude tests; communication skills; entrepreneurship; employability skills; job search methods; business mathematics; resumes; career choice; career development; and job interviews. (KC)

ED 309 238 CE 051 992

School/Work Transition. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Apr 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Disadvantaged Youth; *Educational Resources; *Education Work Relationship; *Instructional Materials; Parent Role; Postsecondary Education; Program Effectiveness; *Program Implementation; School Business Relationship; Secondary Education

This annotated bibliography contains 55 citations of materials that contain information on transitional programs for the physically or mentally challenged or disadvantaged students. Citations include descriptive, evaluative, and research reports; guides; information analyses; opinion papers; and reference materials. Materials for inclusion in this bibliography were located through Florida Educational Information Service (FEIS), which conducted searches of computerized information retrieval systems (specifically ERIC--Educational Resources Information Center--database on DIALOG). For each entry, information is provided about title, author, date published, content, format, and availability. (KC)

ED 309 239 CE 051 993

Business/Industry/Education Linkages. A Bibliography Update.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Apr 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Colleges; *Cooperative Programs; *Educational Resources; *Education Work Relationship; Institutional Cooperation;

*Instructional Materials; Postsecondary Education; Program Effectiveness; *Program Implementation; *School Business Relationship; Secondary Education; Two Year Colleges; Vocational Education

This annotated bibliography update contains 61 citations, the primary focus of which is on postsecondary-level linkages between schools/colleges and business/industry. Many citations are specific to vocational education. Citations include administrative material, journal articles, opinion papers, project descriptions, and reports. Materials for inclusion in this bibliography were located through the Florida Educational Information Service (FEIS), which conducted searches of computerized information retrieval systems (specifically the ERIC--Educational Resources Information Center--database on DIALOG, and the RIVE--Resources in Vocational Education--database on BRS--Bibliographic Retrieval Service.) For each entry, information is provided about title, author, date published, content, format, and availability. (KC)

ED 309 240 CE 051 994

Microcomputer Programs for Agribusiness and Natural Resources Education. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Apr 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agribusiness; Agricultural Education; Agricultural Engineering; Agricultural Production; Agronomy; Animal Husbandry; *Computer Assisted Instruction; *Computer Software; Conservation (Environment); Conservation Education; Disabilities; Disadvantaged; Forestry; Limited English Speaking; *Natural Resources; Ornamental Horticulture; Postsecondary Education; Secondary Education; Wildlife

This bibliography describes 38 materials available for computer-assisted instruction in agribusiness and natural resources education. The materials are suitable for use by regular, disadvantaged, and handicapped students and by students whose facility in English is limited. Materials are useful for developing tests, testing, reviewing, and vocabulary. Materials for inclusion in the bibliography were located through the Florida Educational Information Service (FEIS), which conducted searches of the Vocational Education Curriculum Materials (VECM) database on Bibliographic Retrieval Service (BRS). For each entry, information is provided on title, date developed, system required, content, and availability (supplier, price, format). Materials suitable for the following areas of agriculture are included: agribusiness, agricultural business management, agricultural mechanics, agricultural production, animal production, crop production, floriculture, forestry, horticulture, landscaping, nursery operations, soil conservation, and wildlife management. (KC)

ED 309 241   CE 051 995

Microcomputer Programs for Business Education Occupations. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Apr 88

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Accounting; *Bookkeeping; *Business Education; Clerical Occupations; *Computer Assisted Instruction; *Computer Software; Data Processing; Disabilities; Disadvantaged; Educational Resources; Instructional Materials; *Keyboarding (Data Entry); Limited English Speaking; *Office Occupations Education; Postsecondary Education; Secondary Education; *Typewriting

This bibliography describes 47 materials available for computer-assisted instruction in business education. The materials are suitable for use by regular, disadvantaged, and handicapped students, and by students whose facility in English is limited. Materials are useful for developing tests, testing, reviewing, and vocabulary. Materials for inclusion in the bibliography were located through the Florida Educational Information Service (FEIS), which conducted searches of the Vocational Education Curriculum Materials (VECM) database on Bibliographic Retrieval Service (BRS). For each entry, information is provided on title, date developed, system required, content, and availability (supplier, price, format). Materials suitable for the following areas of business education are included: accounting, keyboarding, typewriting, bookkeeping, data entry, clerical, and data processing. (KC)

ED 309 242 CE 051 996

Microcomputer Programs for Diversified Occupations Education. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Apr 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Basic Skills; *Career Education; *Career Exploration; *Career Planning; *Computer Assisted Instruction; *Computer Software; Disabilities; Employment Interviews; Job Application; *Job Search Methods; Job Skills; Microcomputers; Occupational Information; Postsecondary Education; Secondary Education; Special Education; Vocational Education; Work Attitudes

This annotated bibliography describes materials available for computer-assisted instruction in career education. The materials are suitable for use by regular, disadvantaged, and handicapped students and by students whose facility in English is limited. These materials may be used for developing tests, testing, reviewing, and vocabulary. The bibliography includes programs for career analysis, career exploration, career assessment, career planning, finding job openings, following up a job lead, completing job applications, interviewing, developing proper job habits, communication, and keeping a job. Some programs can be used to test reading comprehension or help students identify occupations suited to their abilities and personalities. Career exploration for special needs and at-risk students is also included. Entries are presented in alphabetical order. Each entry provides this information: title, date, annotation, system requirements, and availability. Materials for inclusion in the bibiography were located through the Florida Educational Information Service (FEIS), which conducted searches of the Vocational Education Curriculum Materials (VECM) database on Bibliographic Retrieval Service (BRS). (YLB)

ED 309 243 CE 051 997

Microcomputer Programs for Health Occupations Education. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Apr 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Allied Health Occupations Education; Career Exploration; *Computer Assisted Instruction; *Computer Software; Courseware; Disabilities; Emergency Medical Technicians; Home Health Aides; Medical Assistants; Medical Laboratory Assistants; Microcomputers; Nurses; Nurses Aides; *Nursing Education; Postsecondary Education; Public Health; Radiologic Technologists; Radiology; Respiratory Therapy; Secondary Education; Special Education; Surgical Technicians; Therapists; Vocational Education
IDENTIFIERS- Cardiopulmonary Technology

This annotated bibliography describes materials available for computer-assisted instruction in secondary and postsecondary health and allied health programs. The materials are suitable for use by regular, disadvantaged, and handicapped students and by students whose facility in English is limited. The bibliography includes software programs appropriate for the following areas of health occupations education: orientation to health and public service occupations; exploration of health occupations; practical health skills; principles of wellness; basic X-ray machine operator; cardiopulmonary technology; emergency medical technology (EMT and paramedic); home health aide; medical assisting; medical laboratory assisting; medical laboratory technology; nuclear medical technology; nursing assisting; nursing (associate degree); practical nursing; radiation therapy technology; radiographer; respiratory therapy; respiratory therapy technician; and surgical technology. Citations include teaching guides, interactive tutorials, games, simulations, reviews, and tests. Entries are presented in alphabetical order. Each entry provides this information: title, date, annotation, system requirements, and availability. Materials for inclusion in this bibliography were located through the Florida Educational Information Service (FEIS), which conducted searches of computerized information retrieval systems, specifically the Vocational Education Curriculum Materials (VECM) database on Bibliographic Retrieval Service (BRS) and the Microcomputer Software and Hardware Guide database on DIALOG. (YLB)

ED 309 244 CE 051 998

Microcomputer Programs for Marketing and Distributive Education. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Apr 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Business Skills; *Computer Assisted Instruction; *Courseware; Disabilities; *Distributive Education; *Marketing; Microcomputers; Postsecondary Education; Secondary Education; Special Education; Vocational Education

This annotated bibliography describes materials available for computer-assisted instruction in marketing and distributive education. The materials are suitable for use by regular, disadvantaged, and handicapped students and by students whose facility in English is limited. They may be used for developing tests, testing, reviewing, and vocabulary. The software teaches the concept of supply and demand analysis, opportunity costs, capital goods investments, and resource allocations, allowing students to develop their understanding of inventory terminology and concepts, the importance of sound inventory management, and common inventory methods. It also teaches the basics of marketing. Entries are presented in alphabetical order. Each entry provides this information: title, date, annotation, system requirements, and availability. Materials for inclusion in this bibliography were located through the Florida Educational Information Service (FEIS), which conducted searches of computerized information retrieval systems, specifically the Vocational Educational Curriculum Materials (VECM) database on Bibliographic Retrieval Service (BRS). (YLB)

ED 309 245 CE 051 999

Swisher, Linda
Florida Vocational Program Guide for Practical Nursing.
Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; *Course Descriptions; Curriculum; *Curriculum Development; Nurses; Postsecondary Education; *Practical Nursing; Program Development; *Program Implementation; Secondary Education; Two Year Colleges

This program guide provides information useful to local school districts and community college administrators, instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibility of offering vocational education programs. The legal authority section relates to vocational education programs in general and contains program standards and information on program planning, coordinating councils, structure, development, review and evaluation, and advisory committees. The other sections relate specifically to the vocational education program for practical nursing. The program content section provides an occupational description and curriculum framework (major concepts/content, laboratory activities, intended outcomes) and student performance standards. The section on instructional approach includes a suggested course outline and sample learning guide (information, activities, and evaluation procedures that are useful to the instructor in developing units of instruction). Other sections discuss student organization participation; student admissions requirements and teacher standards; facility design criteria and suggested equipment and supplies; lists of instructional resources and their sources; and names and addresses of professional organizations and support services. (YLB)

ED 309 246 CE 052 000

Partners in Program Excellence. Instructor Handbook.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Apr 88

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)

DESCRIPTORS- *Advisory Committees; *Corporate Support; Curriculum Development; *Participation; Participative Decision Making; Postsecondary Education; Program Development; Program Implementation; *Program Improvement; *School Business Relationship; Secondary Education; *Vocational Education

IDENTIFIERS- *Partners in Program Excellence

This handbook is designed to help instructors and advisory committees interact effectively in the Partners in Program Excellence (PIPE) system. It describes a way to keep a local advisory committee involved throughout the life of the training program. The handbook takes the instructor and the advisory committee through the 10 activities into which the PIPE system divides the work of program improvement: identify major objectives of the program, develop a public relations and marketing plan, plan and implement curriculum, determine capability to implement curriculum, plan instructional strategies, develop procedures for determining the effectiveness of instruction, plan student placement strategies, assess overall program effectiveness, identify and plan needed program modifications, and submit program progress summary. Each activity is composed of four components: introduction, suggestions (sample tasks, objectives, strategies, and general considerations offered as possible approaches to the activity), developing the plan (discussion, decisions, and tasks undertaken by the instructor and program advisory committee), and case story (illustrations of how cooperative efforts have resulted in program improvement). Appendixes include material on working effectively with the program advisory committee and forms and transparency masters. (YLB)

ED 309 247 CE 052 570

Toward Full Literacy in the Pacific. Report of a Sub-Regional Workshop on Youth and Adults with Limited Literacy Skills (1st, Apia, Western Samoa, May 9-17, 1988).

United Nations Educational, Scientific and Cultural Organization, Apia (Western Samoa). Office for the Pacific States.

PUB DATE- May 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Data Collection; Foreign Countries; *Functional Literacy; *Literacy Education; Youth
IDENTIFIERS- Cook Islands; Fiji; Solomon Islands; *South Pacific; Tokelau; Tonga; Western Samoa

Participants in the workshop on literacy reported in this document included 15 educators and specialists from the Cook Islands, Fiji, Solomon Islands, Tokelau, Tonga, and Western Samoa. Chapter 1 reports an assessment of the present literacy situation in the South Pacific with particular attention to the problem of hidden illiteracy. Chapter 2 presents an outline of major strategic issues that must be addressed when a design for generating information is prepared; a draft of an interview schedule for strategically placed observers; and adaptable instruments for obtaining further information on the extent and nature of hidden illiteracy. Chapter 3 contains an agenda for action in each of the countries represented. The agendas address the current situation in each country, describe how the information collected will be used, and describe relevant international cooperation. Chapter 4 contains a formal statement prepared by the participants and entitled "Toward Full Literacy in the Pacific: The Apia Declaration." The appendices contain a list of participants and excerpts from the workshop's opening address presented by Patu Afaese, the Minister of Education, Western Samoa. (CML)

ED 309 248 CE 052 748

Single Parent/Homemakers Training for Life Skills.
Western Kentucky Univ., Bowling Green.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Jul 87
NOTE- 341p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Displaced Homemakers; *Employment Potential; Females; *Job Skills; Learning Activities; Mothers; *One Parent Family; Postsecondary Education; Self Actualization; *Self Concept; Self Concept Measures; Self Esteem; Self Evaluation (Individuals); Sex Stereotypes; *Social Networks; Time Management; Values; Values Clarification

This curriculum guide was developed to help teachers/trainers conduct classes in life skills for single parents or displaced homemakers. The curriculum guide contains dozens of learning activities organized in the following three sections: self-concept (self-awareness, self-communication, and self-management); networking; and employability skills (getting started, resume writing activities, job interviewing skills, and job keeping skills). Learning activities consist of goals, title, purpose, materials, activity, and time and group number requirements. Many student handouts, such as self-tests, role-playing activities, and values clarification quizzes, are included. Activity sources are cited. (KC)

Thurow, Lester; Waldstein, Louise
Toward a High-Wage, High-Productivity Service Sector. Background Paper: Service Sector Wages, Productivity and Job Creation in the U.S. and Other Countries.
Economic Policy Inst., Washington, DC.
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Developed Nations; Economic Climate; *Economics; *Employment Patterns; *Employment Projections; Foreign Countries; Job Development; *Productivity; *Service Occupations; *Wages
IDENTIFIERS- France; Japan; United States; West Germany

This document contains two essays: "Toward a High-Wage, High-Productivity Service Sector" by Lester Thurow; and "Service Sector Wages, Productivity and Job Creation in the U.S. and Other Countries" by Louise Waldstein. The first essay analyzes the recent and currrent U.S. economy under headings called Growth Nodes, Falling Productivity, and Lower Wages. Under the heading Looking Forward, likely future economic conditions are outlined. Endnotes and a 15-item bibliography complete this section. After an introduction, the second essay examines the nature of U.S. service sector growth by analyzing its most important components and by comparing U.S. performance to that of several sectors in other comparable industrialized countries (France, Germany, and Japan). Drawing on those analyses, the various examinations of service sector growth are assessed. References, the sources for the 27 tables used, and a 70-item bibliography conclude the document. (CML)

ED 309 250 CE 052 860

Bailey, Thomas; Noyelle, Thierry
The Impact of New Technology on Skills and Skill Formation in the Banking and Textile Industries. NCEE Brief Number 1.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
AVAILABLE FROM- National Center on Education and Employment, Teachers College, Box 174, Columbia University, New York, NY 10027 (free; enclose a self-addressed stamped envelope).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Banking; Business Education; Financial Services; *Job Skills; *Job Training; Manufacturing Industry; School Business Relationship; *Skill Development; *Technological Advancement; Vocational Education
IDENTIFIERS- *Microelectronics; *Textile Industry

The subject of this report is the impact of microelectronic technology on the process of skill formation with particular reference to two industries: banking and textiles. A recent research effort sought to identify and understand how changes in the structure and nature of skills were affecting the process of skill formation and the balance of training and preparatory responsibilities between firms and the education system. Findings indicated that the relationship between new technology and flexible production was ambiguous. In textiles, modernization was underway before the industry started its current efforts to promote flexibility and quick response. In banking, microelectronics was a crucial factor in the explosion of products and services available from financial institutions. In textiles, skilled jobs required more training and higher skills. In banking, the reduction of low-level, unskilled jobs was still more striking. When the organization of production was changed, in both industries, lower-level workers had to have an aptitude for a broader set of tasks and a more abstract understanding of their jobs. Banks have reduced their long-term commitment to workers and have cut back on internal promotions. The textile industry is also having problems with internal promotion because its unskilled work force cannot acquire additional skills through informal on-the-job training. (YLB)

ED 309 251 CE 052 861

Natriello, Gary
Do We Know What Employers Want in Entry-Level Workers? NCEE Brief Number 2.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
AVAILABLE FROM- National Center on Education and Employment, Teachers College, Box 174, Columbia University, New York, NY 10027 (free; enclose a self-addressed stamped envelope).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Basic Skills; Career Education; *Employer Attitudes; *Entry Workers; *Job Skills; Labor Needs; Research Methodology; Research Needs; Research Problems; *Work Attitudes

A representative group of 14 recent surveys of employers' expressed needs was examined to consider the evidence they presented about the demands for worker education. The strongest trend in the results of these studies was the importance that employers placed on employee attitudes. A second theme was the emphasis on basic skills as opposed to job-specific skills. Employers were particularly interested in communication and problem-solving skills. Two general weaknesses were apparent in the studies that should be addressed in further studies of employer needs: (1) the studies lacked a clear conceptual basis for asking about employee characteristics; and (2) sampling strategies were typically developed with more attention to the convenience of the investigation and less to the representativeness of individual respondents. One study detailed four perspectives that may explain the hiring decisions of employers: technical, control, institutional, and political. (A list of 24 references is included.) (YLB)

ED 309 252 CE 052 862

Wells, Amy; Schwartz, Wendy
The Disadvantaged: Paths to Success. NCEE Brief Number 3.
National Center on Education and Employment, New York, NY.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
AVAILABLE FROM- National Center on Education and Employment, Teachers College, Box 174, Columbia University, New York, NY 10027 (free; enclose a self-addressed stamped envelope).
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; *Disadvantaged; Educational Attainment; *Educational Background; *Family Characteristics; Parent Background; *Personality Traits; *Professional Development; Professional Personnel; *Success

A study collected the life histories of 100 subjects to identify factors that lead to professional success for people from disadvantaged backgrounds. Subjects were 100 black and white men and women in the upper middle class of the professional class in business, academia, or government. All were midcareer, aged 40-55. Sixty came from disadvantaged backgrounds; the others formed a control group of people with at least one parent who graduated from high school or held higher status jobs. Findings indicated educational attainment was crucial. In addition, a positive relationship with a teacher was an important factor. Religion in the home was able to offset difficulties, and some achievers applied the positive aspects of religion to their professional development. Mentoring was shown to be an important factor in success; however, this was heavily influenced by both gender and race. One crucial personality trait was a willingness to work hard. Also important was the ability to confront problems directly and to turn them into positive experiences. Finally, a belief in one's ability to succeed was a vital prerequisite. (YLB)

ED 309 253 CE 052 863

Sheets, Robert G.; Stevens, David W.

Refining the Use of Market Incentives in the Public Provision of Training and Related Services in the 1990s. Research Report 89-05.

Human Resource Data Systems, Inc.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Apr 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Delivery Systems; *Educational Economics; *Educational Finance; *Educational Policy; *Employment Services; *Federal Programs; Incentives; *Vocational Education
IDENTIFIERS- *Privatization

This document reports on a systematic examination of the boundary between public and private delivery of vocational education and other employment and training opportunities, in order to find opportunities to shift the boundary toward greater private involvement without sacrificing public responsibilities. In addition to an executive summary, introduction, and 54-item bibliography, the document contains six sections. The first section distinguishes between provision and production. The second section addresses several provision issues in vocational education and employment and training services. The third section is entitled Public and Private Production of Federally Provided Employment and Training Services. The fourth section describes privatization approaches for restructuring provision and production arrangements, including deregulation, tax incentives, vouchers, user fees, contracting out, total withdrawal of government involvement, and sale of assets. The market alternative, and its limitations, for production arrangements for federal employment and training programs is taken up in the fifth section. The last section contains conclusions and recommendations related to performance standards, consumer information, competitive contracting requirements and procedures, and public agency coordination and promotion of increased use of market incentives. (CML)

ED 309 254 CE 052 864

Ketter, Per-Marcel; And Others
Training for Everyone: A Guide to the Planning of Innovative Training and Employment Projects for Unemployed Young People in the European Community.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- May 86
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($4.00).
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Adult Vocational Education; *Disadvantaged Youth; Employment Programs; Foreign Countries; Job Development; *Job Training; *Program Development; *Work Experience Programs; Young Adults; *Youth Employment
IDENTIFIERS- *European Community

Intended as a planning and implementation aid for European political decision makers and organizers of projects that train and employ disadvantaged young people, this document consists of three sections. The first section systematically elaborates on major planning areas (objectives, pedagogy, integration into employment, staff qualifications, and funding) and includes flowcharts showing various planning stages. The second section consists of a description and analysis of existing innovative approaches to the training and employment of disadvantaged young people. Within that section, the following aspects of the European Community and the innovative approaches are discussed: (1) background information, such as labor market trends and the limits of government; (2) principal functions and basic structures of the innovative projects, including those used to motivate the disadvantaged youth; (3) pedagogical and didactic methods used; and (4) the importance of creating new jobs in which the youth can be employed. The third section contains the appropriate forms of goal-oriented training, the appropriate strategies for integrating the youth into local employment, a set of qualifications for the ideal staff, and the forms of support that are essential. The appendix contains a list of participants who provided the guide's information, project descriptions, and a list of organizational resources and contacts. (CML)

ED 309 255 CE 052 865

Dunn-Rankin, Patricia; Beil, Drake
Workplace Literacy Programs: A Review of the Literature.
Hawaiian Educational Council, Inc., Honolulu.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Communication Skills; Corporate Education; Employer Employee Relationship; *Functional Literacy; *Literacy Education; Program Design; *Program Development; Program Implementation
IDENTIFIERS- *Workplace Literacy

This literature review observes that (1) there is an increasing need for enhancing job literacy skills among workers; (2) workplace literacy programs cover both basic literacy and job-related technical training; (3) successful curricula use job-related tasks and materials; and (4) management needs to be heavily involved and committed if a program is to be successful. A study by the U.S. Department of Labor and the American Society for Training and Development shows that employers want workers with skills in many areas--not just skills in reading, writing, and computation. Successful programs use the practices often recommended when teaching adults, including clearly defining objectives, using materials relevant to the students' needs, giving frequent feedback, and using evaluation to improve program effectiveness. Successful programs include a needs assessment and a literacy audit. The curriculum should be organized by job tasks, be built on employees' knowledge of the job content, give employees an opportunity to work together and learn from each other, and link the goals of the company and participating employees. Guidelines for development of work-related curriculum materials are found in "Functional Context Education: Workshop Resource Notebook" (Sticht, 1987) and "The Handbook for Trade-Related Curriculum Development" (Felton, 1981). Pretesting and posttesting of actual job tasks and interviews with employees and supervisors should be used. Appendix A contains a five-step process for performing a literacy audit. Appendix B contains: (1) a comprehensive chart providing information about four different types of evaluation; and (2) some prototype evaluation forms used by the Massachusetts Workplace Initiative programs. (The document includes a 26-item bibliography.) (CML)

The Long Term Employment Implications of Privatization: Evidence from Selected U.S. Cities and Counties. Research Report 89-04.

Dudek & Company.

SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- Mar 89

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *City Government; Employment Patterns; *Government Employees; *Local Government; *Public Administration; Public Policy; *Public Service Occupations

IDENTIFIERS- *Privatization

The principal findings from a 1988 study of the effects of privatization--the transfer of traditional government activities to the private sector--in 28 cities and counties are the following: (1) jobs created by firms taking over a public function constituted about 80 to 90 percent of the jobs lost in the public sector; (2) only about 7 percent of affected workers were laid off; (3) 58 percent of the local government workers affected by privatization took jobs with the government contractors; (4) local government employee compensation packages offered to workers were found to be more generous than those of private contractors; (5) the cities and counties in the study were highly satisfied with privatization; and (6) lower labor costs were only one of many ways that privatization saved money for the governments, the others most commonly cited being lower operating costs, better management, higher worker productivity, and better or less expensive equipment. The major conclusion was that in the long run privatization is most successful in localities that have protected the jobs of employees with "no lay-off agreements" or "right of first refusal" requirements. The purposive sample of localities studied was selected from lists compiled by such groups as the International City Management Association and the Privatization Council. (The document contains a 36-item bibliography and copies of the questions asked by interviewers.) (CML)

ED 309 257   CE 052 868

Wilson, Judy Lacy

Increasing Secondary Student Enrollment in a Vocational Child Care Services Course through a Marketing Plan.

PUB DATE- 89
NOTE- 111p.; Ed.D. practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Care Occupations; Counseling Effectiveness; *Course Selection (Students); *Enrollment Influences; Enrollment Trends; High Schools; Inner City; *Marketing; *Occupational Home Economics; Practicums; *Student Recruitment

This practicum met its goals of increasing enrollment in an inner city high school vocational home economics course on child guidance, care, and management services; increasing students' and counselors' knowledge about the course; and providing audiovisual and printed materials to help students make an informed selection of the course. The strategy undertaken to accomplish these goals included guidance counselor inservice orientation, a teacher-developed handbook, development and dissemination of recruitment/marketing materials for students, and open discussion through classroom visitations and guided tours of the child care services program. Before the practicum activities, only 11 of 339 students selected the course for the 1987-88 school year, only two of six counselors possessed sufficient knowledge of the course to counsel students adequately about it, and no audiovisual or print materials existed that explained the advantages or disadvantages of child care as a career option. After implementation of the practicum activities, enrollment for the 1988-89 school year rose by 335 percent within a 12-week period; all six guidance counselors scored 90 percent on a questionnaire that tested their knowledge of the course; and posters, flyers, and a brochure about the course had been developed. The document includes a nine-item bibliography and 12 appendices. The appendices include copies of survey instruments used and copies of printed materials developed. (CML)

ED 309 258 CE 052 870

Barnhardt, Larry; And Others
Shattering the Myth: An Assessment of Major Accomplishments of State Councils on Vocational Education.
National Association of State Councils on Vocational Education.
PUB DATE- Jun 89
AVAILABLE FROM- Minnesota State Council on Vocational-Technical Education, 407 Gallery Bldg., 17 West Exchange Street, St. Paul, MN 55102 (free).
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Legal Responsibility; Planning Commissions; *Policy Formation; *State Agencies; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; State Councils on Vocational Education

This document reports the accomplishments of state councils on vocational education over the past 4 years as they carried out their responsibilities set by the Carl D. Perkins Vocational Education Act of 1984. It contains an introduction; three sections on findings, on the councils' work on policy issues, and on the councils' function as friendly critics or critical advocates of vocational education; conclusions; and three appendices. Appendix A, the bulk of the document, is a state-by-state description of more than 200 initiatives made by the councils. Appendix B provides a summary of the 1987 biennial evaluation earlier reported by the National Association of State Councils on Vocational Education in its newsletter "SCOVE Alert." Appendix C contains a list of the nine responsibilities with which the state councils are charged in the Perkins Act. (CML)

ED 309 259 CE 052 872

Rothstein, Frances R.
Continuing To Work: JTPA and the Older Worker. Issues in Training and Employment.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- May 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Vocational Education; *Employment Programs; Middle Aged Adults; Older Adults; Recruitment; *Retraining
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *Older Workers

Intended to stimulate discussion within the employment and training community, this issues paper tells how to enhance the employment opportunities for older workers, particularly through the Job Training Partnership Act (JTPA). The document consists of an introduction, 23 narrative sections, references, and a 28-item annotated bibliography. Each of the narrative sections addresses the topic expressed as a question in its heading. Among the section headings are How Should Current Business Trends Affect Local JTPA Policy?, What Federal Resources Can Be Used for Older Workers?, How Can the Job Training Partnership Act Help Older Workers?, What Is Title V, and How Well Does It Complement JTPA?, Can the Carl Perkins Act Help Older Workers?, What Are the Pros and Cons of Broadening Income Eligibility for the Three Percent Program?, What Factors Keep Older Individuals Out of the Three Percent Program?, How Is Recruiting Older People Different than Recruiting Younger Ones?, What Assessment Issues Relate Specifically to Older Workers?, What Are the Key Skills Training Considerations?, How Well Does On-the-job Training Work for Older People?, When Is Entrepreneurial Training Appropriate for Older Workers?, Why Are Part-Time Placements So Important for Older People?, How Do Wage Levels Relate to Part-Time Placements?, How Can You Increase Your Post-Placement Retention Rates?, What Are the Key Staffing Issues for Three Percent Programs?, and What Data Should Programs Collect and Why? (CML)

ED 309 260 CE 052 873

Bolton, William; Clyde, Albert
Colleges/Industry: Extending Links in New Technology Training. An Example Based on the Evaluation of the DTI Pilot Scheme for IT Skills Updating in FE Colleges.
Further Education Unit, London (England).

PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Educational Finance; Financial Needs; Foreign Countries; *Industrial Training; Institutional Cooperation; *Linking Agents; Postsecondary Education; *School Business Relationship; *Technology Transfer
IDENTIFIERS- *Great Britain

Describing case studies of good practice concerning training on a range of new industrial equipment, this document reports on the effectiveness of the British plan for the Department of Trade and Industry to pay for one-third of the cost of equipment and local education authorities (LEAs) and the companies whose employees require training to share the rest of the cost. The report makes the following conclusions: (1) colleges, in cooperation with local industry and central government, can respond to the identified training needs of industry, but pump-priming funding beyond the basic education budget was essential to meet the high costs of the new equipment; (2) there must be coordinated LEA/college development policy linked to evolving local needs and a clear strategy for identifying training needs; (3) appropriate staff development is vital; (4) there should be a move toward financing procedures that adequately take into account maintenance and replacement costs; and (5) colleges should receive further assistance with determining the training needs of industry. (CML)

ED 309 261 CE 052 874

Zuga, Karen F.; Lindstrom, Michael R.

A Tentative Framework of General Work Knowledge, Skills and Attitudes for Secondary Vocational Education.

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Jul 89
NOTE- 39p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Daily Living Skills; Job Analysis; *Job Skills; Secondary Education; *Skill Analysis; Skill Development; State Programs; *Vocational Education
IDENTIFIERS- Minnesota

A study was conducted in Minnesota to identify generic knowledge, skills, and attitudes (KSAs) that are germane to all of the fields of vocational education--that all students will need for future roles in the family and work force. The research consisted of a review of the literature pertaining to generic skills needed for work and a validation of the identified skills by a panel of subject-matter specialists in agriculture, home economics, and industrial education. The review of literature focused on work from 1980 to the present; documents from both education and industry were searched. The KSAs were identified and compiled into a master list, then grouped into categories. Categories included self-education, basic academic (functional literacy), oral communication, adaptability, personal management, group effectiveness, and influence. The validation panel revised the list, combining the "self-education" and "personal management" categories and focusing the statements on practice concepts. The results of the project provide a possible framework for clusters of generic skills suitable for secondary vocational education in Minnesota. (21 references) (KC)

ED 309 262 CE 052 875

National Vocational Qualifications. What It Means for Colleges. What's in It for Employers. What They Mean for You--A Guide for Those in Employment or Training.

National Council for Vocational Qualifications, London (England).

PUB DATE- 88

NOTE- 23p.; For a related document, see ED 305 454.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Vocational Education; Career Ladders; Competence; Credentials; Criterion Referenced Tests; Distance Education; *Employment Qualifications; Experiential Learning; *Flexible Progression; Foreign Countries; Job Performance; *Labor Force Development; *Occupational Tests; Open Education; Promotion (Occupational); Vocational Evaluation

IDENTIFIERS- *Great Britain

Presented are three brochures--for employers, colleges, and prospective employees respectively--that collectively explain Britain's efforts to simplify the nation's current vocational qualification system and to set up new national vocational qualifications (NVQs) for all occupational areas by 1991. The new NVQs are based on the achievement of standards of performance required by industry and commerce and are awarded by organizations approved by the National Council for Vocational Qualifications. Awarded for competent performance in work activities, NVQs are assessed in the workplace whenever possible. Credit for parts of an NVQ are gained in the form of units that can accumulate through on-the-job-training, college courses, experience, distance learning, and private study taken at a pace that suits the individual. Traditional barriers to certification (where or how competence was gained, how long it took, or the age at which it was reached or is held) are considered irrelevant. Colleges in the further and higher education sector will develop assessment methods and complementary learning opportunities through traditional and modular training, open learning packages, and computer-assisted and experiential learning. They will also provide consultancy and guidance services to help design and run effective assessment, training, and staff development programs for those in industry and education. Among the benefits of the new system are improved economic performance, increased worker motivation, easier recruitment of staff, clear routes of progression, and fewer barriers to qualifications. (CML)

ED 309 263 CE 052 877

The Youth Service America Working Group on Youth Service Policy: Issue Papers.

Youth Service America, Washington, DC.

PUB DATE- 89
NOTE- 12p.; For related documents, see CE 052 878 and CE 052 880-881.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Services; Experiential Learning; Federal Aid; Federal Legislation; Federal Programs; *National Programs; Policy Formation; Postsecondary Education; *Public Policy; *Public Service; Secondary Education; Social Services; *Youth Programs
IDENTIFIERS- *Youth Service America

The three issue papers in this document contain the recommendations made by a Working Group on Youth Service America (YSA) regarding pending and proposed youth service legislation. "Recommendations to the President about the Youth Entering Service to America Foundation" discusses youth service and its mission. Operating tenets for the Youth Entering Service to America Foundation are proposed, and structural considerations relating to the Foundation are addressed. "Testimony before the Senate Committee on Labor and Human Resources about National and Community Service Legislation" (Frank Slobig) articulates what would later become the Working Group on Youth Service Policy's Statement of Principles. The focus is on the role of YSA, YSA's desire to build on the existing network of youth service programs, the youth service theory of complementary needs of the community and young people, a Trust of the United States as an alternate administrative model, and a greater role for governors. "Recommendations Regarding Federal Involvement in the Field of Youth Service" presents the set of six principles the Working Group considers essential to preserving the vigor and integrity of the youth service movement and recommendations to guide the President and Congress. (YLB)

ED 309 264 CE 052 878

Halperin, Samuel
What's Wrong with Youth Service? Occasional Papers.
Youth Service America, Washington, DC.
PUB DATE- Jan 89
NOTE- 9p.; An address to the National Youth Leadership Council (Washington, DC, January 1989). For related documents, see CE 052 877 and CE 052 880-881.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Services; Experiential Learning; Federal Aid; Federal Programs; *National Programs; *Public Service; Secondary Education; Social Services; *Youth Programs
IDENTIFIERS- Youth Service America

The resurgence of national interest in youth service is due, in large part, to the national organizations that have grown so vigorously in recent years. Some explanations for the almost sudden reappearance of youth service as a nationwide issue are: (1) many Americans are fed up with narcissism, personal gratification, and me-centered pursuits; (2) Americans have discovered that they are no longer number one in the world; (3) the nation's leaders in industry, government, and the media have faced the potentially disastrous shortage of productive young people; (4) children and youth suffer from deficits in learning skills and self-esteem; and (5) a growing body of research shows again that education should include both schooling and experience. Along with the growing interest in and popularity of youth service go a number of pitfalls of which leaders in the youth service movement need to be aware. Service should not be seen as a way of "privatizing" the financing and provision of major public services. Service is not cost free but requires the outlay of additional dollars even though it creates tax savings and public savings. Service programs must be quality programs. Youth service must become an integral part of the formal education process. Finally, service should not be viewed as little more than another form of philanthropy or social responsibility. Every young person is a potential contributor. (YLB)

ED 309 265 CE 052 880

Briscoe, John A.; Buckheit, James
A Summer Youth Service Corps for the Commonwealth of Pennsylvania. A Concept Paper. Occasional Papers.
Youth Service America, Washington, DC.
PUB DATE- 89
NOTE- 9p.; For related documents, see CE 052 877-878 and CE 052 881.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Services; Employment Programs; *Federal Aid; Federal Legislation; Job Training; *Public Service; Secondary Education; Social Services; *State Programs; Summer Programs; Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Pennsylvania; *Summer Youth Service Corps

The Pennsylvania Summer Youth Service Corps (SYSC) is an effort to assimilate the ideals of community service exemplified by the Peace Corps, VISTA, and the Civilian Conservation Corps with the long-established Summer Youth Employment and Training Program (SYETP). SYSC differs from the existing summer youth employment program by its focus and orientation on service contributions to one's community, state, and nation, not simply on earning money in a summer job; teams of young people working with a full-time crew leader; work assignments that are visible projects providing lasting benefits to the community; and learning goals that are focused on self-development, increased competence, and improved self-esteem. Designated service delivery areas under the auspices of the Job Training Partnership Act (JTPA) administer SYSC. Once selected, corpsmembers participate in a "wilderness challenge" experience designed to develop leadership, self-confidence, trust, and teamwork. The following week, work crews begin their assigned work project; educational services are integrated into the daily activities of each work crew. A task force formed to explore ways to improve the SYETP has conducted workshops to provide information on SYSC and to train corps crew leaders. SYSC uses existing federal, state, and local resources for its support; the majority of funds comes from JTPA. Pennsylvania plans to expand SYSC in 1990. (YLB)

ED 309 266 CE 052 881

Speaking Out for Youth Service. It's Not Just the Thought That Counts.
Youth Service America, Washington, DC.

PUB DATE- Jun 89
NOTE- 19p.; Materials prepared for the National Conference of Youth Service America (Washington, DC, June 8-10, 1989). For related documents, see CE 052 877-878 and CE 052 880.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Adolescents; Community Services; *Federal Legislation; *Lobbying; *Policy Formation; Position Papers; Public Policy; *Public Service; Voluntary Agencies; *Volunteers; Young Adults; *Youth Programs
IDENTIFIERS- Proposed Legislation

This packet of materials was prepared to help participants at a Youth Service America conference to understand proposed youth service legislation and to lobby their Congressional representatives/senators for its passage. The packet contains a fact sheet on the Senate Committee on Labor and Human Resources Omnibus Youth Community Service Bill (Kennedy Bill) that explains what the bill proposes--school-based youth service projects, full-time youth service corps, national service pilot projects, expansion of VISTA (Volunteers in Service to America) and financial support for senior service programs. It also contains information on President Bush's "thousand points of light" initiative for volunteer service; recommendations regarding federal involvement in the field of youth service from Youth Service America; tips for a successful Capitol visit; guidelines for lobbying for tax-exempt nonprofit organizations; lists of key Senate and House committee members; names and Washington office and telephone numbers for all Senators and Representatives; a Congressional schedule; and a map of Capitol Hill. (KC)

ED 309 267   CE 052 889

Diversification of Women's Employment and Training. ILO/Japan Tripartite Seminar Report (Tokyo, Japan, December 8-12, 1986).
International Labour Office, Bangkok (Thailand). Regional Office for Asia and the Pacific.
PUB DATE- 87
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
NOTE- 382p.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Employed Women; *Employment Opportunities; *Equal Education; *Equal Opportunities (Jobs); Females; *Nontraditional Occupations; Sex Fairness
IDENTIFIERS- *Asia; *Occupational Segregation

This report presents the work of a seminar that focused attention on the occupational segregation of men and women in developing nations in Asia. Chapters I and II give a summary of the seminar proceedings and the full text of its findings. Chapter III is devoted to five resource papers: "Diversification of Women's Occupations: A Regional Overview" (A. G. Mitchell); "Employment Diversification of Women in Asian Countries" (A. V. Jose); "Family Related Responsibilities of Women Workers and the Diversification of Training and Employment" (I. Wyngaarde-Mahajan); "The Diversification of Women's Training in Asia" (S. Vleer, S. Khan); and "Diversification of Women's Training and Employment: Experience from Selected Industrialized Countries" (G. Goodale). Detailed case studies carried out by researchers in selected countries are summarized in Chapter IV. The countries are India, Japan, Korea, Malaysia, the Philippines, and Thailand. Chapter V contains summaries of country reports of the government participants--Indonesia, Japan, Korea, Malaysia, the Philippines, and Thailand. Chapters VI and VII present summaries of papers by workers' representatives for the countries of Japan, Malaysia, and the Philippines and by employers' representatives from India, Japan, and the Philippines. Appendices contain opening addresses of four speakers at the seminar. (YLB)

ED 309 268 CE 052 890

Inter-Regional Training Information System (IRTIS). A Proposal for a Medium-Term Development Plan. Training Policies Discussion Paper No. 7.

International Labour Office, Geneva (Switzerland).

PUB DATE- Jan 84
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developing Nations; Foreign Countries; Information Dissemination; *Information Networks; Information Services;

*Information Systems; Postsecondary Education; *Program Development; Staff Development; *Systems Development; Technical Education; *Training; Vocational Education
IDENTIFIERS- *Interregional Training Information System

The International Labour Office (ILO) is in the process of developing an Inter-Regional Training Information System (IRTIS) for developing countries. This system aims at the introduction of common standards and techniques, in all regions and at the national level, for processing and retrieval of information on training. This report elaborates a medium-term plan (for the years 1984-1989) for the development and implementation of IRTIS. The plan covers the following areas: (1) guidelines for the development and maintenance of eight specialized databases (training materials, institutions, programs for trainers, legislation, research activities, expertise, sources of information, forthcoming events), including technical specifications, methodological tools and standards, and organizational framework; (2) a description of the network functions, procedures, methods, and plans for their development; (3) a description of computing system requirements covering equipment, programs, training of information personnel and information users; (4) the scheduling of development operations; (5) an analysis of resources requirements; and (6) the features and facilities of the system. The report also discusses policy issues and future technical tasks. (KC)

ED 309 269   CE 052 891

Bergerie, Julio
Technical Co-operation between Developing Countries in the Field of Human Resources Training. Training Policies Discussion Paper No. 9.
International Labour Office, Geneva (Switzerland).
PUB DATE- May 84
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; *Developing Nations; Foreign Countries; Institutional Cooperation; *International Cooperation; International Educational Exchange; International Programs; *Job Training; Models; Postsecondary Education; Secondary Education; Staff Development; Technical Assistance; *Technical Education; *Vocational Education

This paper describes the progress achieved in the fields of vocational and management training as well as the contributions made by the technical services of the International Labor Office to the efforts of developing countries. The paper is organized in five sections. The first section describes cooperation between management training institutions; it provides some general principles for this type of cooperation, as well as ideas for organization and follow-up of programs. The second section provides examples of technical cooperation between developing countries in the field of vocational training. They include the Inter-American Centre for Research and Documentation on Vocational Training, the Asian and Pacific Skill Development Program, and the Inter-African Centre for the Development of Vocational Training. In the third section, factors favorable or unfavorable to technical cooperation between developing countries in the field of vocational training are discussed. The fourth section describes measures for the reinforcement of technical cooperation between developing countries, and the final remarks contained in the fifth and last section reinforce the benefits of cooperation. (KC)

ED 309 270 CE 052 892

Training Implications of Technological Change in Manufacturing in New Industrial Countries: The Case of Ireland. Training Policies Discussion Paper No. 14.

International Labour Office, Geneva (Switzerland).

PUB DATE- Jul 86

AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.

NOTE- 78p.; Paper prepared by AnCO (Irish Industrial Training Authority).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Foreign Countries; *Innovation; *Manufacturing; Manufacturing Industry; Personnel Policy; Postsecondary Education; Public Policy; Research and Development; *Skill Development; *Technological Advancement; *Technology Transfer

IDENTIFIERS- *Ireland

This report on Ireland is one in a series of studies for a research project designed to identify training and education policies pursued by governments and individual firms that have contributed to innovation, technological adaptation, and skill development in manufacturing. Part 1 describes Ireland's economic, social, and educational structure and provides information on Irish industrial and technology policies, including government training policy. A 29-item bibliography is provided. Part 2 presents details of six case studies of firms that have introduced technological innovations that could be widely applied and diffused elsewhere. These include such innovations as computer-aided design, computer-aided manufacturing, robotic welding, computerized numerical control equipment, and the introduction of microelectronics to factory automation. Each case study is divided into these areas: company profile, innovation, support for innovation, manpower use, profile, innovation, support for innovation, manpower use, training, and testing of 13 hypotheses. (YLB)

ED 309 271 CE 052 893

Matejic, Vlastimir; Kamhi, Meri
Training Implications of Technological Change in Manufacturing in New Industrial Countries: The Case of Yugoslavia. Training Policies Discussion Paper No. 15.
International Labour Office, Geneva (Switzerland).
PUB DATE- Jul 86
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developed Nations; Foreign Countries; *Innovation; *Manufacturing; Manufacturing Industry; Postsecondary Education; Research and Development; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *Yugoslavia

This report is a study of the training implications of technological change in manufacturing in Yugoslavia. Part 1 analyzes the general technological and educational infrastructure in Yugoslavia. The sources of technology as well as the present state and future prospects of technological research are described. Education is discussed in terms of its response to technological change. Part 2 contains five case studies of firms that were developing or introducing new technology on a considerable scale. Each study is presented in two sections. In the first, problems and findings are given. In the second, conclusions are reached and certain International Labour Office hypotheses are tested. Part 3 presents generalizations based on the case studies, including the following: firms greatly affected by technological change have a good production and marketing record; personnel skills and abilities influence strongly the successful introduction of new technology; the government does not actively support innovation; the current economic situation hinders expansion and development of the educational system; industry plays a strong role in determining educational curricula and in the enrollment policies of universities; and the companies have good connections with foreign firms for cooperation, acquisition of technology, technical backup, and some training. (YLB)

ED 309 272 CE 052 894

Nigam, S. B. L.
Training Implications of Technological Change in Manufacturing in New Industrial Countries: The Case of India. Training Policies Discussion Paper No. 16.
International Labour Office, Geneva (Switzerland).
PUB DATE- Jul 86
AVAILABLE FROM- ILO Publications, International Labour Office, CH-1211, Geneva 22, Switzerland.
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developing Nations; Foreign Countries; *Innovation; *Manufacturing; Manufacturing Industry; Postsecondary Education; Research and Development; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *India

This report on India is one of a series of country case studies for a research project designed to identify training and education policies pursued by governments and manufacturing firms that have contributed to innovation, technological adaptation and skill development, and other structural changes in economy and work organization. Part 1 provides general information regarding India's economic situation and its training policies and programs in the three decades since independence in 1947. It looks at economic and social growth; human resources; educational levels of manpower; industrial development; government policies regarding training, technology, and computers; technical education and vocational training; and adequacy of vocational training. Other issues are industry and institutional feedback, financing of training, and training problems. Part 2 provides details of six case studies of manufacturing firms in India. It is based on data furnished by the firms in a questionnaire or obtained through personal discussions. Each study is divided into these areas: profile, technical changes/innovations, manpower profile and policies, training policies and practices, and skill diffusion. The questionnaire is appended. (YLB)

ED 309 273 CE 052 895

Safarik, Lynn
A Qualitative Follow-Up Study of a Training Program in Curriculum-Based Vocational Assessment.
California State Univ., Long Beach.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 203p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Followup Studies; Instructional Effectiveness; *Outcomes of Education; Program Effectiveness; Secondary Education; Special Education; *Teacher Education; *Teacher Improvement; Vocational Education; *Vocational Evaluation

A qualitative follow-up study was conducted to determine the impacts of a program to train teachers in the use of curriculum-based vocational assessment (CBVA) for students with handicaps. The study examined the extent to which CBVA training content was used in the organization and delivery of assessment services to students with handicaps at the training sites. Four inservice and six preservice sites were included in the study; 28 vocational and special education personnel were interviewed and observed during onsite visits and by telephone. An analysis of within and across-site data revealed a pattern of increasingly comprehensive outcome levels at the sites. Findings also included the identification of key implementation variables. Three site features--the role of the system advocate, the role of the external supporters, and the nature of the work environment--appeared to be directly related to the level of training outcomes. A fourth, continued training, was found to affect implementation most markedly. A set of guidelines for training and implementation was also identified. Major recommendations included an incremental approach to training and use of a site assessment for the selection of training sites and implementation strategies. (Interview schedules, summary sheets, and 27 references are appended.) (YLB)

ED 309 274 CE 052 896

Botterbusch, Karl F.
Understanding Community Based Employment and Follow-Up Services.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; Developmental Disabilities; *Disabilities; *Employment Services; Followup Studies; Job Placement; Job Training; Literature Reviews; Mental Disorders; Mental Retardation; Outcomes of Education; *Program Effectiveness; Secondary Education; Success; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs

This publication reviews current literature in community-based employment. It offers rehabilitation facilities and other programs a practical book on how to provide long-term follow-up services in a variety of settings and using a variety of models. Section I is a limited review of current literature on transition employment and supported work in general and on providing follow-up services in particular. Chapters 1 and 2 define and describe the train-place and place-train models for providing rehabilitation services and variations of the place-train model. Chapter 3 deals with assessment of the worker before and during placement and training processes. Chapter 4 presents reasons why long-term follow-up services are a vital component of supported employment programs. Chapter 5 offers specific methods and procedures to increase the effectiveness of follow-up services. Section II describes four programs offering integrated follow-up services. They illustrate exemplary work programs within different settings: supported work services to persons who are mentally retarded in an urban setting, to persons who are mentally ill in an urban setting, and in a small rural facility serving mainly developmentally disabled persons and transition programs within a community college serving small city and rural areas. The document concludes with 84 references. (YLB)

ED 309 275 CE 052 899

Staff Study on the Tuition Assistance Program for Registered Business Schools.
New York State Office of the Comptroller, Albany.
PUB DATE- 8 Jul 86
NOTE- 26p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); Cost Effectiveness; *Disadvantaged; *Dropout Rate; Federal Programs; Government School Relationship; Postsecondary Education; *Private School Aid; Program Improvement; *Proprietary Schools; State Programs; Student Costs
IDENTIFIERS- *New York; *Tuition Assistance Programs

The Office of the State Comptroller in New York conducted several audits of the Tuition Assistance Program (TAP) at about 90 registered business schools in the state. TAP provides up to $3,300 per year in tuition assistance to disadvantaged students who take approved programs at the private schools. In 1985-86, TAP paid about $45 million to the schools. The auditors found significant and pervasive violations by registered schools of the laws, rules, and regulations governing their operations. The auditors found, for example, that unlicensed sales agents were used to recruit students. They also found many violations of admission requirements, such as admitting students who do not meet the entrance requirements. The schools also employed unlicensed teachers, did not offer the required minimum number of hours, failed to maintain required records, failed to refund student tuition, and lacked proper equipment to conduct courses. The improper operating practices at registered business schools contribute to the very high student dropout rate (70 percent) at these schools. Schools are profiting by encouraging students to drop out; they receive the tuition from them and then replace them with other TAP students. As a result of these violations, the auditors recommended large TAP disallowances. They also recommended enhanced monitoring of the schools and revision of regulations to put emphasis on performance results. (KC)

ED 309 276 CE 052 901

Coordination of Vocational Education Program Delivery System Assisted under the Carl D. Perkins Vocational Education Act of 1984 and the Job Training Partnership Act.

Illinois State Council on Vocational Education, Springfield.

PUB DATE- Feb 87
NOTE- 45p.; Document contains colored paper and type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; *Compliance (Legal); *Cooperative Programs; *Coordination; Disadvantaged Youth; Educational Planning; Employment Programs; *Federal Legislation; Federal Programs; Institutional Cooperation; *Job Training; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982

As required by the Carl D. Perkins Vocational Education Act of 1984, the Illinois Council on Vocational Education conducted its first biennial study of the types and amounts of cooperation between vocational education (VE) and Job Training Partnership Act (JTPA) programs in the state. Data were collected from high schools, area vocational centers, secondary school adult programs, community colleges, regional planning grant directors, Service Delivery Area (SDA) staff, and Private Industry Council (PIC) members. Some of the findings were as follows: (1) communication (and therefore cooperation) is minimal between most SDAs and most vocational education staff; (2) other barriers to cooperation between SDA staff and educators include educator resistance to SDA methods for certifying youths as economically deprived, educator fears of JTPA contract requirements, and low priorities set for SDA-vocational education contacts; (3) there is more cooperation between vocational education and SDA programs for youth than for adults; (4) there is more cooperation between JTPA and area vocational centers and community colleges than between JTPA and comprehensive high schools; and (5) SDAs and schools often charge each other for data from their files. Recommendations are made to increase communication among parties, to establish professional training for JTPA staff, and to revise youth eligibility certification procedures, among others. (KC)

ED 309 277 CE 052 910

LEA Management, Organisation and Support. Two-Year Youth Training Schemes. An Evaluation of LEA Modular Programmes.

Further Education Unit, London (England).

PUB DATE- May 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Programs; *Cooperative Programs; Educational Needs; Foreign Countries; *Institutional Cooperation; *Job Training; Postsecondary Education; *Program Effectiveness; Program Evaluation; Staff Development; Two Year Colleges; *Youth Employment
IDENTIFIERS- England; *Youth Training Scheme

A collaborative project, called MainFrame, has been developed among local education authority (LEA)-managed Youth Training Schemes (YTS) in Bedfordshire, Haringey, and Sheffield, England, and joined by Liverpool LEA and the Wirral Metropolitan College. Such coordination of training programs can be beneficial for staff and trainees. Some of the benefits include the following: (1) LEAs are free from the normal constraints on colleges or employers; (2) LEAs are able to offer a testing ground for innovative work in prevocational and vocational education and training; (3) LEA YTS managing agents are able to respond quickly and on a large scale to the demands of YTS; (4) economies of scale result; (5) work placements can be organized centrally, eliminating duplication and ineffective use of resources; and (6) a consortium approach that permits the participation of smaller employers in YTS can be developed. Disadvantages include the complexities of the relationship with the colleges, with some colleges unwilling to support the activities, and the fact that the use of LEAs has meant the relationship of colleges with local employers has disappeared, causing some resentment. Another concern has been the need for staff development. An officer has been appointed to coordinate staff training within MainFrame and the commitment has been made; finding adequate resources to provide staff development, however, may be a concern. (KC)

ED 309 278 CE 052 912

Holler, Michael
Quality Control Technician Curriculum. An Elusive Butterfly.
PUB DATE- 17 Mar 89
NOTE- 23p.; Paper presented at the National Conference of the American Technical Education Association (Fort Worth, TX, March 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; Certification; *Course Content; *Curriculum Development; Educational Needs; Industrial Training; Instructional Materials; Material Development; *Paraprofessional Personnel; Postsecondary Education; *Quality Control; Technical Education; *Technical Occupations; Technology; Two Year Colleges

Defining and developing a quality control technician curriculum for an associate degree program is a difficult and puzzling job. There are as many definitions of quality control and curriculum ideas as there are educators asked. However, one could start by dividing the field into its major areas--heavy manufacturing, maintenance, research, and service industries. Further division of these areas results in certain common subject areas. Data manipulation is common to all areas; on the technician level, it involves generation of data, manipulation of data, and corrective action. A technician curriculum must address all three areas or the graduate will not be prepared for employment. Spartan Campus of the National Education Corporation originally developed a quality control technical curriculum focused on defect detection from welding and fatigue, but as technology became more sophisticated, it added other areas of quality control. The technician was trained to be a bridge between assembly workers and quality management personnel. As the curriculum produced graduates, it became well known. In-plant programs were started, and certification became extremely important. If the needs of the customer are targeted, a quality control technician curriculum can be dynamic and successful. (KC)

ED 309 279 CE 052 914

Sticht, Thomas G.; McDonald, Barbara A.
Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability.
Applied Behavioral & Cognitive Sciences, Inc., San Diego, CA.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jan 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Cognitive Ability; Elementary Secondary Education; Functional Literacy; *Intergenerational Programs; *Literacy Education; *Transfer of Training
IDENTIFIERS- *Intergenerational Transmission

The field of cognitive science (as represented, for instance, by intergenerational literacy programs) offers new ways to think about increasing cognitive abilities, which is particularly important in view of the disappointing outcomes of many intervention programs that do not seem to make their participants more knowledgeable or better thinkers. Important to cognitive scientists are the beliefs that (1) development of cognitive ability continues throughout life; (2) the processes involved in cognition are as important as the end product or behavior; (3) knowledge and the processes used to operate on knowledge are inseparable so that abilities must be developed within the context of the types of situations and tasks to which one expects the knowledge to be applied; and (4) the individual's potential for intellectual growth and development is primarily determined by the social and cultural groups into which the person is born and raised. It should be possible almost to double the improvement of cognitive ability that present dollars accomplish. To do so, investment must be made in programs that focus on the intergenerational transfer of cognitive ability; the functional contexts of education; and the linking of problems, practice, and research over extended time. (The document includes a 91-item reference list and the table of contents of an upcoming book of papers prepared for the 1989 Conference on the Intergenerational Transfer of Cognitive Skills.) (CML)

ED 309 280 CE 052 918

CALS Tech Bulletin #3. An Occasional Publication of the Center for Advanced Learning Systems.

CSR, Inc., Washington, D.C.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 10 Jul 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Computer Graphics; *Computer Science; *Computer Software; Computer Software Reviews; *Expert Systems; Information Systems; Job Training; Microcomputers; *Optical Disks; Postsecondary Education
IDENTIFIERS- *Advanced Learning Systems

This paper contains brief synopses of recent technical progress/projects in the field of advanced learning systems. This issue contains the following 12 items: (1) "Guest Editorial" (Sylvia Charp) concerning the need to provide better learning experiences for all students; (2) "Steps in Developing an Expert Systems Model," as implemented by Blue Cross; (3) "Graphics Update: New Boeing Program Represents Data in Stacked 3-D Images"; (4) "Chip Technology Update: The 486 Super Chip"; (5) "DIGITAL PAPER?"; (6) "What Kind of Testing for ETA and Vocational Training?"; (7) "Hypertext Update"; (8) "CD-ROM Review: Report on PC-SIG CD-ROM Volume 6"; (9) "Voice Recognition Systems Update"; (10) "Macintosh versus IBM"; (11) "Notes for a WORM Primer; and (12) "Quotable Quotes." A calendar of upcoming events is included. (KC)

ED 309 281 CE 052 921

Vocational Training Council Annual Report 1987/88.
Vocational Training Council (Hong Kong).
PUB DATE- 88
NOTE- 84p.; Color photographs may not reproduce clearly. Also contains colored print and other color graphics.
LANGUAGE- English; Chinese

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Education; Advisory Committees; Annual Reports; Business Education; Computer Science Education; Distributive Education; Foreign Countries; Industrial Education; *Job Training; Management Development; Maritime Education; Postsecondary Education; *Technical Education; *Technical Institutes; *Vocational Education
IDENTIFIERS- *Hong Kong

Presented is the bilingual annual report of the Hong Kong Vocational Training Council, arranged in parallel English and Chinese texts. After the council chairman's foreword, the report contains the objectives of the council; a list of council members; and descriptions of the council's activities involving industrial training, technical education, new developments, and finance and staffing. The appendices include lists of training boards and committees, publications, and training courses offered by training centers; a description of the management structure of technical institutes; enrollment statistics of technical institutes; a chart describing technical institute graduates' employment; an auditor's certificate; and annual financial statements. The eight brochures that accompany the report, also printed in both languages, describe Hong Kong's vocational education in general, the Seamen's Training Centre, two industrial training centers, the Electronic Data Processing Training Centre, the Management Development Centre of Hong Kong, the Insurance Training Centre, the Technical Institutes, and the Banking Training Centre. Each brochure includes such information as objectives, courses, staff, fees, training methods, and where to direct inquiries. (CML)

ED 309 282　　　　　　　　CE 052 923

Strengthening Families Because We Care about Children. Eighth Annual National Community Education Day, Tuesday, November 14, 1989, during American Education Week. Community Education Planning & Media Relations Packet.

National Community Education Association, Alexandria, VA.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Council of Chief State School Officers, Washington, D.C.; National Association for the Education of Young Children, Washington, D.C.; National Association of State Boards of Education, Alexandria, VA.

PUB DATE- 89

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)

DESCRIPTORS- Agency Cooperation; *Community Education; Cooperative Programs; Early Childhood Education; *Educational Planning; Educational Resources; *Family Life Education; *Models; Postsecondary Education; *Program Development; Program Implementation; Publicity; *Public Relations

IDENTIFIERS- *National Community Education Day

This guidebook provides information to help local communities plan and carry out National Community Education Day, a day that has been promoted since 1982. The guide is organized in six sections. The first section contains a message for local sponsors and an overview of early childhood and family education. The second section provides ideas for planning for the community education day, including tips for organizing a communitywide effort, interorganizational relations, and special events and activities. Section 3 details the promotion and public relations activities needed, and Section 4 provides a sample press kit. Promising programs presented in various communities are profiled in the fifth section. The final section lists resources, such as readings, videotapes, and contacts. (KC)

ED 309 283 CE 052 925

Freedman, Susan; Aschheim, Barbara
Industry-Education Partnership Guidelines.
Massachusetts State Dept. of Education, Quincy. Office of Community Education.
SPONS. AGENCY- Digital Equipment Corp., Maynard, Mass.
PUB DATE- 85
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Advisory Committees; Community Cooperation; Community Resources; *Cooperative Programs; Corporate Support; Educational Resources; Education Work Relationship; *Institutional Cooperation; Postsecondary Education; *Program Development; Program Implementation; *School Business Relationship; School Community Programs; *School Community Relationship; School Involvement; Secondary Education; Vocational Education

This handbook serves as a brief introduction to industry-education partnerships. It provides individuals in schools, businesses, and community organizations with basic information on partnership initiation and management. It also outlines strategies that will help in avoiding some of the problems that may have defeated previous partnership efforts. The handbook is organized in four sections. Section 1 provides an introduction to industry-education partnerships and outlines the range of participants, activities, and functional modes that they may include. Section 2 reviews the steps that have proven successful in initiating partnerships. Section 3 discusses strategies for avoiding some of the problems that can arise in partnership development. The final section contains a listing of useful resources that address a range of partnership issues and comprise 15 publications and 14 organizations. (KC)

ED 309 284 CE 052 926

Kreidler, William J.
Using Community Resources To Enrich Programs for Gifted and Talented Students.
Massachusetts State Dept. of Education, Boston. Office for Gifted and Talented.; Massachusetts State Dept. of Education, Quincy. Office of Community Education.
PUB DATE- 85
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Advisory Committees; College School Cooperation; *Community Education; Education Work Relationship; Elementary Secondary Education; *Enrichment; *Gifted; Institutional Cooperation; Mentors; Models; Parent Participation; Program Descriptions; *Program Development; Program Implementation; School Business Relationship; *School Community Relationship; *Talent; Voluntary Agencies; Volunteers

This handbook was developed to help decision makers and others interested in gifted/talented education to address the challenge in two major ways: by designing new programs that successfully incorporate the principles and practices of community education and by improving existing programs using a community education approach. The seven programs highlighted in the sections of this publication incorporate at least one of the following community education practices: (1) parent advisory councils; (2) volunteer programs; (3) mentorship programs; (4) partnerships with business; (5) partnerships with cultural institutions; and (6) partnerships with colleges and universities. Each section of the publication includes an introduction explaining a particular community education approach and its relevance to gifted/talented programs. In each section, an exemplary program is highlighted, and other gifted/talented programs that use a similar approach are described briefly. Finally, a list of suggestions for implementing that particular approach is included. A list of resources completes the guide. (KC)

ED 309 285 CE 052 928

Freedman, Susan; Grobe, Terry
Developing an Effective School Improvement Council. Revised Edition.
Massachusetts State Dept. of Education, Quincy. Office of Community Education.
PUB DATE- Nov 86
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advisory Committees; *Citizen Participation; Decision Making; *Educational Improvement; Educational Legislation; *Educational Planning; *School Community Relationship; State Legislation
IDENTIFIERS- Massachusetts; School Improvement Councils

This handbook is designed to assist schools in organizing and managing an effective school improvement council. It is divided into six sections. Section I describes the benefits of a school improvement council from the perspective of the school district, parents and citizens, teachers, the school administration, and students. Section II provides basic information on Chapter 188 school improvement funds and councils. Section III suggests ways to organize a school improvement council. A process for planning and decision making is described in Section IV. Section V describes systematic ways of coordinating the council with existing school groups and strategies for involving the community in the council's decision-making process. Section VI presents guidelines for evaluation. A 15-item bibliography is provided, followed by extensive appendixes, including the text of "An Act Improving the Public Schools of the Commonwealth--Chapter 188 of the Acts of 1985 as Amended by Chapter 414 of the Acts of 1986" and the following sample forms: an effective meeting checklist, needs assessment questionnaire, proposal application form, council evaluation form, and school improvement council narrative report. (YLB)

ED 309 286 CE 052 929

Freedman, Susan; Keenan, Rayna
Schools and Communities Working Together To Enrich K-12 Education, #II. Promising Practices in Community Education.
Massachusetts State Dept. of Education, Quincy. Office of Community Education.
PUB DATE- Jan 87
AVAILABLE FROM- Office of Community Education, Massachusetts Dept. of Education, 1385 Hancock Street, Quincy, MA 02169.
NOTE- 108p.; For a related document, see ED 308 378.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; *Citizen Participation; *Community Education; *Community Resources; *Cooperative Programs; Coordination; Curriculum Development; Decision Making; Demonstration Programs; Educational Cooperation; Educational Improvement; Educational Innovation; *Educational Planning; Elementary Secondary Education; Instructional Development; Program Descriptions; *School Community Relationship

This handbook contains 30 profiles describing school-community partnerships in Massachusetts that address diverse educational issues with creative strategies and solutions. The programs exemplify one or more of the following community education principles: use of community resources to enhance curriculum and instruction; citizen involvement in the educational planning and decision-making process; and school-agency cooperation and coordination. Projects are grouped according to the community education objective they best exemplify, with programs that fully integrate two or more community education principles placed in the category of "integrated approaches." The projects represent many different aspects of the educational process and include programs that address academic enrichment; world-of-work readiness; prevention of substance abuse, school failure, and illiteracy; parent involvement in school advisory councils; and other academic and school climate issues. For each project, the following information is provided: grade level, target population, school system/school, address, contact person and telephone number, and program goals. The description of the project includes background on the community involved, the successes and limitations of the project, and obstacles that have been faced. An appendix lists 92 publications and 13 organizations as resources for community education. (YLB)

ED 309 287 CE 052 930

Turning to Technology. A Strategic Plan for the Nineties. A Report of the Southern Technology Council.

Southern Growth Policies Board, Research Triangle Park, N.C.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

PUB DATE- 89

AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($10.00; quantity discounts available).

NOTE- 85p.; Color graphics may not reproduce clearly. Support also provided by the Entergy Corp.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Diffusion (Communication); *Economic Development; *Labor Force Development; Postsecondary Education; *Regional Planning; *Research Utilization; Secondary Education; *Technological Advancement; *Technology Transfer; Vocational Education

IDENTIFIERS- *Strategic Planning

This report presents a strategic plan for the South to extend its recent success in economic development to incorporate research, manufacturing technology, and new employment opportunities demanding highly skilled workers. The report first lists a set of goals and related objectives, and these are followed by two sections discussing (1) technology and the state of the world economy in 1989 and (2) the South and the state of technology. A rationale for the strategic plan is then presented that is intended as a framework for action to spur growth by advancing technology. The plan's six broad goals are then described in detail. They are: (1) technically proficient new entrants in the labor market; (2) upgraded skills in the current work force; (3) improvement and expansion of research and development; (4) rapid commercialization of new ideas and new technologies; (5) widespread deployment and effective utilization of technology; and (6) integration of science and technology into state policy. Each goal has objectives essential to attaining that goal, and, under each objective, the plan enumerates specific actions that might be taken and by whom to help attain the objective. A discussion of the roles and responsibilities of various actors in the regional economy in bringing about change is provided next, followed by a chart that indicates lead actors for implementation of the objectives. A list of 34 resources is appended. (YLB)

de Wit, Pamela
Innovative Projects in Extra-Mural Education. Report on DES-Funded Projects 1985-89.
Universities Council for Adult and Continuing Education, Leicester (England).
PUB DATE- May 88
NOTE- 226p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Development; *Adult Education; Audiovisual Communications; *Continuing Education; Disabilities; *Educational Finance; Ethnic Groups; Females; Foreign Countries; *Grants; Information Technology; Rural Areas; Scientific Literacy; Urban Areas
IDENTIFIERS- *England

This document contains descriptions of 38 projects that were undertaken between 1985 and 1989 by English university continuing education departments. The projects were considered innovative and were funded under new arrangements that required competitive bids or encouraged high student enrollment and low unit costs. The project descriptions appear in two sections, one called University Outreach to New Students and the other called Science and Technology: New Subjects and New Methods. Within each section, the project descriptions are grouped into 10 topics. The first section's topics are: access, adult self-development, ethnic groups, disabled adults, women, urban areas, and rural areas; the second section's topics are: scientific literacy, information technology, and audiovisual technologies. A third section of the document describes in detail the plan under which these projects were funded and includes material on administration, recommendations, evaluation of the projects, and future prospects. Appendices contain a copy of the questionnaire on which data were gathered for this report and a list of project proposals that failed to win funding. (CML)

ED 309 289 CE 052 932

Swartz, Janet P.
Evaluation of the Massachusetts Competency-Based Vocational Education Program. Final Report.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- 30 Jun 89
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Competency Based Education; *Learning Modules; Program Evaluation; *Program Implementation; Secondary Education; Teacher Attitudes; *Teacher Developed Materials; *Vocational Education
IDENTIFIERS- *Massachusetts

A study obtained information about implementation and impact of competency-based vocational education (CBVE) in Massachusetts secondary schools. Information was collected from teachers, administrators, Division of Occupational Education staff, the State Leadership Team, and staff at the Massachusetts Vocational Curriculum Resource Center. Findings indicated that teachers from two or more districts shared the writing of each CBVE learning guide. A review of the learning guides showed that they could benefit from updating, clearer writing, and correction of grammatical errors. Specific recommendations were provision of information specific to the context and purpose of tasks in task introductions and instruction sheets; specification of standards for mastery; better quality diagrams and illustrations; and revision of knowledge tests and student self-checks to meet standards. The learning guides were used as student instructional materials, teacher references, and resources for district-level curriculum development. Factors associated with CBVE implementation were: a "key player" enthusiastic about CBVE and knowledgeable about implementation; new teachers looking for curriculum ideas; administrative interest in program improvement; and technical assistance. Teacher concerns about use of CBVE learning guides focused on vocational students' poor reading skills and active learning style, teacher role, and appropriateness in shop and related classes. (Instruments are appended.) (YLB)

ED 309 290 CE 052 934

Extending TVEI. Bulletin 1.
Further Education Unit, London (England).
PUB DATE- May 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Core Curriculum; *Curriculum Design; *Curriculum Development; *Educational Planning; Foreign Countries; *Program Design; Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- Great Britain; *Technical and Vocational Education Initiative

The design and implementation of Great Britain's Technical and Vocational Education Initiative (TVEI) provides an opportunity to synthesize planning within a curriculum framework that is common to all learners aged 14-18. It can provide a focus for strategic planning in which learners come first. The process of designing curriculum entitlement starts with the local education authority curriculum policy statement within which 14-18 continuity and coherence are ensured and adequate resources are provided. This policy statement states a common curriculum framework for all 14-18 learning programs described in terms of aims, principles, procedures, and processes. Curriculum entitlement requires the provision of an appropriate core, outcomes, progression, and experience that will offer learners access, quality, and equity. (An illustration of a post-16 TVEI curriculum submitted as part of a TVEI contract is provided. A statement of aims and main elements of the program are included.) (YLB)

ED 309 291 CE 052 936

Johnson, Janice E. Sims
A Study of the Educational Needs and Academic Aspirations of the Older Adult Community College Student as Perceived by the Older Adult Student.
PUB DATE- May 89
NOTE- 231p.; Ed.D. Dissertation, Vanderbilt University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *Adult Students; *Community Colleges; Degrees (Academic); *Educational Needs; Educational Research; Needs Assessment; *Older Adults; Postsecondary Education; *Student Attitudes; Student College Relationship; Two Year Colleges

A study identified the educational needs, problems, and aspirations of older adults enrolled in traditional degree programs on community college campuses. It focused exclusively on male and female community college students, aged 55 and above, who are enrolled in degree programs of study, to discover their opinions concerning the institutions' success or failure in meeting their needs. Fifteen individuals with majors representing five academic divisions were interviewed by means of an interview guide sheet and educational needs checklist. The questions covered such areas as education and employment backgrounds, family situations and interactions, positive and negative experiences on campus, reasons for pursuing a degree, and future plans. Findings indicated that, once acclimated to the college environment, the older adult students became active participants in campus activities bringing professional and practical expertise into the classroom environment. No need was revealed for a vast number of special programs and services on the community college campus for older adult students in traditional programs. Study participants were quite willing and able to adjust, participate, and function in traditional classrooms with students and teachers of all ages with positive results. (The interview instrument, other study materials, and a bibliography of approximately 300 items are appended.) (YLB)

Evaluation of Education for Industry.
National Swedish Board of Education, Stockholm.
PUB DATE- Aug 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Education Work Relationship; *Engineering Education; *Engineering Technology; Foreign Countries; Secondary Education; *Technical Education; *Technological Advancement
IDENTIFIERS- *Sweden

This document describes some of the experience gained from an evaluation of Du-It, an experimental Industrial Technology Branch program affiliated with the Production and Maintenance Engineering Line (Du-It) of upper secondary school being conducted at Trollhattan, Vasteras, Karlskrona, Harnosand, and Goteborg upper secondary schools. As with similar projects underway in Sweden, Du-It is aimed at qualifying students for new vocational roles in an industrial environment dominated by advanced technology. Major findings are that the Du-It program is closely attuned to the present and future labor requirements of the engineering industry but that it may lack a more perceptible link with the ideas of group work organization that permeate Swedish industry and that require some training in administrative and economic routines, problem formulation, and problem solving. (Laboratory work using production equipment may provide these aspects, but program developers should safeguard creative potential by not overprogramming laboratory activities.) In addition, the program lacks elements that relate to the quality of the products produced. Employers hired the majority of program completers into relatively unskilled jobs, and students were disappointed. It is important that the program remain up-to-date in equipment and content. (CML)

ED 309 293 CE 052 939

Monahan, Evelyn
A Personal View of Functional Illiteracy: An Open Letter to Teachers. From Theory to Practice.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Functional Literacy; *Literacy Education; *Personal Narratives

This document, written in the first person, describes the history and feelings of a woman who was functionally illiterate as an adult but who, having learned to read, is now a student at Rancho Santiago Community College District in Orange, California. This "open letter" urges teachers to support and encourage students with similar problems, rather than talking about the seriousness of the students' problems or telling them that their education "is up to you." It states that the support and encouragement of other students is helpful, as well. The letter closes with thanks to teachers and friends who helped. (CML)

ED 309 294 CE 052 940

Grossman, Gary M.; And Others
Postsecondary Cooperative Education: An Examination of Survey Results and Policy Implications.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; *Cooperative Education; *Cooperative Programs; Experiential Learning; Field Experience Programs; *Instructor Coordinators; Job Training; Labor Force Development; Postsecondary Education; Retraining; *School Business Relationship; *Work Experience Programs

This study of the nature, depth, and comprehensiveness of the system of postsecondary cooperative education shows the incidental presence of that system on U.S. campuses and demonstrates that cooperative education is highly unlikely to become the resource for a profound transformation of the work force that its advocates have suggested. The data were collected in 1987 as part of a larger study of postsecondary institutions involving survey responses from a nationally representative sample of 432 postsecondary education institutions. Respondents were institutional administrators, college placement directors, academic department chairpersons from occupational areas, faculty, and students in occupational education. The study's major findings are that less than 15 percent of the student enrollment of a national sample of three types of postsecondary institutions are involved in the program, less than half of those who do participate in the program receive academic credit for that participation, fewer than half of the nation's postsecondary placement directors regard postsecondary education cooperative education as an effective job development strategy, employers have little or no involvement in the determination of grades for participants, and the program is administered through only a small number of faculty coordinators. The document includes a 14-item bibliography and an appendix containing the survey questions regarding cooperative education. (CML)

ED 309 295 CE 052 941

Wright, Calvin E.; Kim, Yungho
An Evaluation of 1986-87 Occupational Education Programs at California Community Colleges.
Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 88
NOTE- 117p.; Use of color in appended materials may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Educational Facilities; Postsecondary Education; Program Budgeting; *Program Evaluation; Two Year Colleges; *Vocational Education

This report summarizes the evaluation of California community colleges' occupational education programs for 1986-87, includes results and recommendations, and contains documentation and copies of the instruments used in the evaluation. An initial summary and recommendations section explains the evaluation methodology; summarizes the major findings concerning instruction and program offerings, use of information, provisions for special needs groups, provisions for counseling and placement, staffing, instructional equipment, facilities, materials, and budget provisions; and makes six recommendations. Other sections describe the background and purpose of the evaluation effort, explain in some detail the method used, and provide the results. The bulk of the document consists of 10 appendices, which include the Administrator Evaluation Form with tabulations; the Instructor Evaluation Form with tabulations; the Program Evaluation Form with tabulations; the Advisory Committee Respondent Form; the Student Questionnaire with tabulations; tables and summary lists; a list of 33 recognized quality indicators of occupational programs; a list of the California community colleges that submitted evaluation data; and the optical scan forms for the questionnaires used by administrators, instructors, program advisory respondents, and students. (CML)

ED 309 296 CE 052 942

Work Readiness: A New Promise in Minnesota's Education. Report of the Commissioner's Task Force on Education for Employment.

Minnesota State Dept. of Education, St. Paul.

PUB DATE- Jan 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; *Career Education; *Educational Objectives; *Educational Policy; *Education Work Relationship; Elementary Secondary Education; Equal Education; Preschool Education
IDENTIFIERS- *Minnesota

This report contains the recommendations made by Minnesota's Task Force on Education for Employment, which was established in 1986 to evaluate how well that state's K-12 educational system is preparing all students for work and whether students have equal access to work-related learning experiences. The following recommendations are made: (1) the mission of Minnesota's pre-K-12 system should include the goal of preparing all graduates with the appropriate skills, information, experience, and attitudes to pursue productive work lives; (2) those who share responsibility for achieving the goal of work-ready graduates are pre-K-12 educators, students, families, business, industry, labor professionals, educational and social service agencies, postsecondary educators, and other citizens; (3) the state board of education will define and evaluate specific statewide work-readiness learner outcomes in every curricular area; (4) every local school district should ensure work-readiness learner outcomes through an integrated pre-K-12 curriculum; (5) state and local school districts should ensure a relevant and accessible process of development for administrators, teachers, and support staff; and (6) state and local systems should restructure educational delivery systems to ensure that an environment that guarantees work-ready students will be created. A rationale and description of concomitant responsibilities for each recommendation is included. A 64-item bibliography concludes the document. (CML)

ED 309 297 CE 052 943

Askov, Eunice N.; And Others
Upgrading Basic Skills for the Workplace.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Appalachian Regional Commission, Harrisburg, PA.; Gannett Foundation, Rochester, NY.; Pennsylvania State Dept. of Commerce, Harrisburg.
PUB DATE- 89
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 248 Calder Way, Suite 307, University Park, PA 16801.
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Basic Skills; *Functional Literacy; *Literacy Education; *Marketing; Program Design; *Program Development
IDENTIFIERS- Appalachia; *Workplace Literacy

Intended for trainers of literacy providers and practitioners in the field, this manual explains how to develop a workplace literacy program and market it to employers. Chapter 1 provides an overview and history of workplace literacy and recommends improvements in literacy services. Chapter 2 examines approaches to developing workplace programs, shows how literacy providers can work most effectively with business and other community agencies to develop programs, and lists steps in evaluating the programs. Chapter 3 provides an overview of occupation-focused instruction and illustrates ways instructors can adapt basic skills instruction to a workplace or vocational training context. Chapter 4 gives sample learning activities in the areas of occupational vocabulary, using occupational forms, reading comprehension, oral communication, occupational math, reading charts, problem solving, and metacognition. Chapter 5 provides 84 references. Chapter 6 contains exhibits relating to basic skills, job task analysis, awareness and readiness, assessment, instruction, and program evaluation. Also included is a case study of a workplace literacy program and lists of state adult basic education offices, state economic development offices, state libraries, and state vocational information materials resource centers in the Appalachian region. Chapter 7 contains a 29-item annotated bibliography and Chapter 8 provides examples of documents used as program development job aids. (CML)

ED 309 298 CE 052 944

DuRand, John
Developing an Entrepreneurial Enterprise.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

PUB DATE- 89
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Business Administration; *Business Education; Delivery Systems; *Entrepreneurship; Nonprofit Organizations; *Small Businesses; *Social Services

This document explains how to take an entrepreneurial approach to the delivery of a social service. Chapter 1 defines relevant terms, including entrepreneur, profit, social service, and management and also discusses the nature of "value" and the changing public perceptions on the use of public funds. Chapter 2 offers guidance on how to select either a for-profit or not-for-profit organizational approach, write a mission statement, and use a corporation issues chart. Chapter 3 (and the rest of the document) assumes that the entrepreneurial approach was chosen and includes a checklist that covers 66 elements over 8 principal areas (accounting, budgeting and expense control, cash management, credit management, inventory control and management, purchasing, plant and equipment, and pricing) that will affect the ability of the manager to control costs of the enterprise. Chapter 4 describes how to establish a for-profit corporate entity and how to operationalize it. A start-up checklist, a hypothetical schedule, and job aids are included. Chapter 5 explains the application of basic human principles to entrepreneurial enterprises. The appendices contain the following job aids; a Value/Demand Chart; a Selection Issues Chart; a Stakeholder Input/Responsibility Chart; an Implementation Planning Sheet; and a Needs Assessment Worksheet. (CML)

ED 309 299 CE 052 945

Freedman, Susan; Aschheim, Barbara
Innovation with Impact: Industry-Education Partnerships in Massachusetts. Publication #15311.
Massachusetts State Dept. of Education, Quincy. Office of Community Education.
PUB DATE- May 88
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Banking; Basic Skills; Career Awareness; *Career Education; *Cooperative Programs; *Enrichment Activities; High Risk Students; *Industry; Intergenerational Programs; Professional Development; Regional Programs; *School Business Relationship; Special Education; Teacher Education; Vocational Education
IDENTIFIERS- Massachusetts; *Partnerships

This document describes six industry-education partnerships in Massachusetts selected as exemplary and 14 selected as outstanding. They represent innovative and collaborative ways to address dropout prevention, at-risk and special needs students, adult literacy, basic skill development, and enrichment needs of students. Each entry provides this information: contact (name, address, telephone number), participants, target population, and a partnership overview that highlights programs or components of the partnership. The six exemplary partnerships are Alliance for Education, Worcester; Dorchester High School/New England Telephone Partnership, Boston; Honeywell Bull LABB Program, Lexington/Lawrence; Keefe Tech/Toyota USA/Massachusetts Bay Community College, Framingham; MESTEP (Math English Science Technology Education Program), University of Massachusetts/Amherst; and Springfield School Volunteers/Corporate Action Program, Springfield. Outstanding partnerships include: the Intergenerational Learning Program, Agwam/Springfield; Springfield Read-Aloud, Springfield; the Oxford/Digital Connection, Oxford; and the Workplace Education Project, North Dartmouth/New Bedford. A final section lists noteworthy partnerships, in alphabetical order, by city and town. The same information is provided as for the selected partnerships, but in a condensed format. A topical index of partnerships is appended. (YLB)

ED 309 300 CE 052 950

Freedman, Susan; Aschheim, Barbara
Business and Education: Partners for Excellence. The Proceedings of Five Regional Conferences (April-May 1984).
Massachusetts State Dept. of Education, Quincy. Office of Community Education.

PUB DATE- 84
NOTE- 36p.; Funding for this publication provided by the Bank of New England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; Career Education; *Community Involvement; *Corporate Support; Industry; Public Relations; *School Business Relationship; *Standards
IDENTIFIERS- Massachusetts; *Partnerships

This summary documents five conferences, held throughout Massachusetts for leaders in business and education, to increase their awareness of industry-education partnerships and to provide them with information on how to initiate, organize, and sustain partnerships. Section 1 highlights keynote addresses by five educators and five businesspeople who had participated in successful partnership programs. Section 2 is the "State's Perspective on Partnerships," an address that was delivered by representatives of the Massachusetts Department of Education. Section 3 highlights presentations of partnership models that were represented by a business and education partnership. It begins with a summary of the benefits and problems that school and business partners articulated during their presentations and concludes with profiles of each of the partnerships participating in the symposia. Each profile contains the address; names of presenters; program focus; participants; and structure, management, and coordination. Section 4 presents the themes that ran through the four workshops held in the afternoon sessions: educational standards/student competence, career awareness/work preparation, strengthening the image of education, and community involvement. The section ends with a list of strategies recommended by participants. The final section is an overview of closing comments. (YLB)

ED 309 301 CE 052 951

Van Ast, John, Jr.
Perceived Needs for Vo Tech Resource Materials and Related Curriculum Assistance for Iowa's Gender Equity Resource Center.
PUB DATE- Jul 89
NOTE- 33p.; Paper presented at the Annual Concurrent Meeting of the National Network for Curriculum Coordination in Vocational and Technical Education (15th, Kansas City, MO, July 9-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Curriculum Research; *Curriculum Study Centers; Displaced Homemakers; *Educational Needs; *Equal Education; Females; Instructional Materials; Males; Material Development; One Parent Family; Postsecondary Education; Secondary Education; *Sex Fairness; *Technical Education; *Vocational Education
IDENTIFIERS- *Iowa

A study was conducted to determine present and future needs perceptions of teachers and others for curriculum resource materials and related curriculum assistance to promote equitable access and success for men and women, single parents, and displaced homemakers in vocational-technical education. The information gathered was to be used as a basis for the development and marketing of a Gender Equity Curriculum Assistance Center for Iowa's vocational educators. Eleven subgroups of potential users were identified and sent a mailed survey. A total of 284 surveys were mailed, with 175 returned (62 percent). The study found that needs perceptions for curriculum resource materials and related assistance were consistent across the 11 subgroups. A vast majority of items (69 of 92) were perceived as needed in curriculum materials. The data provide significant input for setting the direction for a center as well as for other services of the Iowa Department of Education. The high rate of survey return implies that the respondents perceived a significantly high level of need for the resources and technical assistance areas being surveyed. (A plan of action for the assistance center is appended.) (KC)

ED 309 302 CE 052 952

Mishel, Lawrence; Simon, Jacqueline
The State of Working America.
Economic Policy Inst., Washington, DC.
PUB DATE- 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW, Suite 812, Washington, DC 20036 ($5.00).
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Economic Climate; *Economic Status; *Employment Patterns; Family Financial Resources; *Family Income; *Family Status; Labor Economics; Poverty; Quality of Life; *Unemployment

A study gathered data that described recent changes in the economic well-being of U.S. workers and their families. Data, including family incomes, wages, fringe benefits, and employment, showed that, in 1987, after 5 years of recovery, the average worker was worse off economically than at the peak of the last business cycle. The typical family's real income was about the same as in 1979 and 1973. Families who maintained this standard of living did so by working more hours and having more members work. The gap between rich and poor people grew, with the upper 20 percent enjoying substantial income growth and the bottom 40 percent seeing incomes fall. Average hourly wages dropped by 7 percent between 1979 and 1987. The rate of job creation slowed considerably. Some 85 percent of the new jobs were in the lowest paying industries. Labor compensation as a share of all income was at the lowest level of any peak year since 1947; high interest rates resulted in income from property ownership rising three times faster. The ownership of wealth became more unequal and more concentrated at the top. Between 1979 and 1987, all progress in reducing poverty since the mid-1960s was reversed. (Document includes 20 figures, 91 tables, and source notes for the tables.) (YLB)

ED 309 303 CE 052 953

Evans, Karen
Education and Training 16-19: Institutional Structures and Outcomes in Two English Cities.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Table 11 contains small type and will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Compulsory Education; Economic Factors; Educational Policy; Foreign Countries; *Outcomes of Education; *Policy Formation; Postsecondary Education; Program Effectiveness; Secondary Education; *Unemployment; Vocational Education; *Youth Employment
IDENTIFIERS- *England (Liverpool); *England (Swindon)

Education and training for 16- to 19-year-olds have undergone expansion and diversification in the United Kingdom in the 1980s. In the context of high youth unemployment, the introduction by the central government of a host of vocational preparation programs has aimed to delay labor market entry for a significant proportion of 16-year-olds, while attempting to sustain motivation by providing a vocationally relevant curriculum and holding out the prospect of improved job opportunities. An examination of local education authorities (LEAs) in Swindon and Liverpool was conducted, using data from the 16-19 Initiative and related studies, and investigating institutional arrangements and structures for the education of this age group. The study found that in Swindon, the educational scheme has been changed to compulsory schooling for youth aged 11-16, with a college program for the 16- to 19-year-olds who choose to continue. In Liverpool, this reorganization has not taken place. Schools teach 11- to 18-year-olds; those students wishing to pursue vocational studies after the age of 16 usually enter one of the colleges of further eduation. However, in both cities, employment of 16- to 19-year-olds or their continuing education seems to have more to do with the economy than with the educational program. More 16- to 19-year-olds left school for employment in Swindon, and more were employed by age 19 than in Liverpool, where more students stayed in school longer but were unemployed at 19. (Author/KC)

ED 309 304 CE 052 954

Carnevale, Anthony P.; Johnston, Janet W.
Training America. Strategies for the Nation.
American Society for Training and Development, Alexandria, VA.; National Center on Education and the Economy, Rochester, NY.
PUB DATE- 89
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Developed Nations; Disadvantaged; Education Work Relationship; Employment Services; Entry Workers; Federal Legislation; *Federal Programs; Foreign Countries; *Labor Force Development; *Off the Job Training; *On the Job Training; *Public Policy; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982

This document provides background information on and recommendations for the development of a comprehensive strategy for improving job-related learning in the United States. An introduction discusses the relationship among human resource development, the earnings of individuals, and the productivity of institutions. A summary of the major recommendations for employers, educators, and the government follow. The body of the document is organized into two principal sections. The first consists of three parts that discuss the preparation of workers by institutions outside the workplace. Part I addresses preparation for work through schooling and entry-level job training outside the workplace and provides examples of the foreign experience with the transition from school to work. Part II describes the second chance system, represented by the Job Training Partnership Act. Part III discusses intermediaries--programs and institutions that attempt to expedite the transition for young people and other entry-level workers. The second section of the document discusses learning that is either provided or paid for by employers and employees once people are on the job. Public policies are considered, and foreign experience with upgrading is reviewed. The document concludes with 117 reference notes. (YLB)

ED 309 305 CE 052 955

Entrepreneurship. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Nov 88

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Business Administration; Curriculum; *Education Work Relationship; *Entrepreneurship; Postsecondary Education; *Program Descriptions; *Research Reports; School Business Relationship; Secondary Education; *Small Businesses; Vocational Education

This annotated bibliography contains information about entrepreneurship and small business ownership. Citations include administrative materials, journal articles, opinion papers, project descriptions, and research reports. Materials for inclusion in this bibliography were located through the Florida Educational Information Service, which conducted searches of computerized information retrieval systems, specifically: the ERIC (Educational Resources Information Center) database on DIALOG and the VECM (Vocational Educational Curriculum Materials) database on BRS (Bibliographic Retrieval Service). Each entry includes title, date, name and address of developer, series title if any, format, synopsis, and availability. (KC)

ED 309 306 CE 052 956

Microcomputer Programs for Home Economics Education. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jan 89

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Home Economics; Home Economics Skills; *Microcomputers; Postsecondary Education; *Program Descriptions; *Programed Instructional Materials; Secondary Education; Skill Development

This annotated bibliography describes materials available for computer-assisted instruction in home economics. These materials are competency based and may be used with regular, disadvantaged, handicapped, and limited-English-speaking students. All areas of home economics are represented. Materials for inclusion in this bibliography were located through the Florida Educational Information Service, which conducted a search of the VECM (Vocational Educational Curriculum Materials) database on BRS (Bibliographic Retrieval Service). Each entry includes title, date, synopsis, system requirements, and availability. (KC)

ED 309 307 CE 052 957

Apprenticeship. A Bibliography.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Dec 88

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Apprenticeships; *Education Work Relationship; Job Training; Postsecondary Education; *Program Descriptions; School Business Relationship; Secondary Education; *Teacher Education; Trade and Industrial Education; *Vocational Education; Work Experience Programs

This annotated bibliography includes a listing of programs and program information concerning apprenticeship, as well as apprenticeship-related curriculum materials. Included are materials that cover strategies for linking vocational education to apprenticeship and a series of books devoted to apprenticeship instructor training. The curriculum materials are competency based and may be used by teachers of regular and disadvantaged students. Materials for inclusion in this bibliography were located through the Florida Educational Information Service, which conducted searches of computerized information retrieval systems, specifically: the ERIC (Educational Resources Information Center) database on DIALOG and the VECM (Vocational Educational Curriculum Materials) database on BRS (Bibliographic Retrieval Service). Each entry includes title, date, name and address of developer, series title if any, format, and availability. (KC)

ED 309 308 CE 052 958

Cribb, Malcolm; And Others
Planning a Curricular Response. An Assessment of Changes in the Balance and Perceived Quality of Curricular Provision Resulting from WRNAFE Consultative Planning.
Further Education Unit, London (England).
PUB DATE- 89
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Continuing Education; Curriculum Development; *Educational Planning; *Educational Policy; *Education Work Relationship; Foreign Countries; *Job Training; Policy Formation; Postsecondary Education; *Program Effectiveness; Program Evaluation; School Business Relationship
IDENTIFIERS- *Great Britain

A research project assessed the changes in the balance and perceived quality of curricular provision resulting from work-related non-advanced further education (WRNAFE) consultative planning in Great Britain. The research involved detailed analysis of the plans and programs of a sample of 21 local education authorities (LEAs) in England and Wales; close contact with officers of a small group of authorities within the sample; mailed national surveys; establishment of a database providing national statistics on enrollment patterns in occupational groups for the period 1984-87; and a series of linked studies of cross-curriculum aspects of provision. The study found that all LEAs created planning frameworks that provided for: new approaches to consultation, particularly with industry; systematic collection and collation of labor market information; preparation of revised forms of resource allocation; and creation of monitoring and evaluation procedures. The most noticeable changes during the review period were observed in 11 areas of curriculum provision concerning enrollment increases, nonqualification courses, slightly increased female enrollment, increased enrollment of students over 25 years old, lack of parallels between growth of industries and training for them, and trends toward further education colleges responding positively to identified trends in the labor market. Continued and enhanced future planning efforts were recommended. (KC)

ED 309 309 CE 052 965

Piehl, Ernst, Ed.; And Others
The Promotion of Cooperation amongst Research and Development Organizations in the Field of Vocational Training. CEDEFOP Flash 6/89.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- Jul 89
NOTE- 15p.; Proceedings of the Annual Meeting of the Research Forum of the Centre for the Development of Vocational Training (CEDEFOP) (5th, Berlin, West Germany, July 3-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dislocated Workers; *Education Work Relationship; Foreign Countries; Research and Development; *Technological Advancement; Trainers; *Training; *Transitional Programs; Unemployment; Vocational Education
IDENTIFIERS- *Europe (West)

This document describes the fifth meeting of Europe's Centre for the Development of Vocational Training (CEDEFOP) annual research forum, where the main topics of discussion included the transition from school to employment (a main focus for all the organizations represented), training for the long-term unemployed, training for new technology, use of new technology in training, training of trainers, evaluation methods, important research and development projects not in the CEDEFOP list, and future research and development priorities. The document's information is contained in six numbered headings (and three subheadings) that roughly correspond to those topics. Information on the administrative structure of a new Task Force on Human Resources and CEDEFOP's first training and qualification scenario meeting is also presented. (CML)

ED 309 310 CE 052 966

Bolton, William; Clyde, Albert
Industry Needs--You!
Further Education Unit, London (England).
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *College Programs; Continuing Education; Educational Innovation; Educational Policy; Education Work Relationship; Foreign Countries; *Job Training; Labor Needs; Marketing; Models; Policy Formation; Postsecondary Education; Program Descriptions; *Program Development; *Retraining; *School Business Relationship
IDENTIFIERS- *England

Further education (FE) colleges in England are facing a reduced level of support from local and central government and an increased level of competition for customers. At the same time, the demographic trends mean a reduction in numbers in the age group that, traditionally, has provided the most full-time and part-time FE students. FE colleges will, therefore, have to find new clients, particularly in the field of updating and retraining for industry. This document is an attempt to provide assistance to colleges in the development and implementation of a college-wide policy for effectively ascertaining and meeting the changing needs of employers. It includes: (1) discussions on, and guidance relating to, the development of a college policy for determining the needs of employers; (2) guidance on the techniques that can be used to ascertain the needs of employers; and (3) examples of how some colleges have organized themselves to meet the needs of employers and the techniques used to determine such needs. The report contains checklists about developing policies for senior management and staff who must implement market research policies. A 21-item annotated bibliography is included. (KC)

Bolton, William, Ed.; Clyde, Albert, Ed.

Further Education Promoting Enterprise. Proceedings of a Conference Held by the Department of Trade and Industry and the Further Education Unit (London, England, November 1988).

Further Education Unit, London (England).
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Continuing Education; Economic Development; *Educational Needs; *Educational Planning; Educational Trends; *Education Work Relationship; Futures (of Society); *Job Training; Postsecondary Education; *School Business Relationship
IDENTIFIERS- *England

This document is a report on the proceedings of a 1-day conference organized by the Further Education Unit in England on behalf of the Enterprise and Education Unit of the Department of Trade and Industry (DTI). The following presentations are summarized in the report: "A Welcome"--getting industry and further education (FE) together to demonstrate the capability of the FE sector to meet industry's needs into the 1990s (Martin Stanley); "Setting the Scene"--a look at how the training scene has changed since the 1970s (John Peake); "The Enterprise Challenge" and the role of the DTI (Eric Forth); "Further Education Working for Local Prosperity," with an examination of the ways in which one college has met the challenges of the 1980s (John Shore); "An Industrial View" of the industry/FE relationship (Stuart Northcott); and "The Way Ahead"--a consideration of how individuals, companies, and the country can make the most of the FE system (Geoff Stanton). Discussion issues summarized in the report concern companies and training, technician training, the invisibility of FE, and coordinated planning. (KC)

ED 309 312 CE 052 968

Baack, Gaile; And Others
Teaching Refugee Women. A Curriculum Guide.
Indochinese Cultural and Service Center, Portland, OR.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 81
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Adult Basic Education; Course Content; *Daily Living Skills; *English (Second Language); Females; Health; *Indochinese; Learning Activities; *Refugees; Safety; *Second Language Instruction; Teaching Methods; *Womens Education

This curriculum guide was developed for use in teaching refugee women (especially Indochinese refugee women) to function in mainstream U.S. society. Following a section that suggests methods and materials, the guide contains 13 units that cover the following topics: personal information; everyday activities; clothing; food; telephone; home care maintenance and safety; health; transportation and places; directions and signs; numbers and money; time and weather; courtesy expressions and customs; and literacy. Each unit contains objectives (organized by appropriate levels); vocabulary, structure, and grammatical focus; materials needed; oral and written activities; and cultural context. (KC)

ED 309 313 CE 052 971

Immel, Michael C.; Geroy, Gary D.
Needs Assessment for Curriculum Design and Development in the Powdered Metals Industry. Project Number One.
Pennsylvania State Univ., University Park. Inst. for Research in Training and Development.
PUB DATE- May 87 -
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; *Basic Skills; *Competency Based Education; Employee Attitudes; Employer Attitudes; Job Skills; *Metal Industry; *Metallurgy; *Needs Assessment; *Training

This study, which investigated industry-wide needs for training development in the powdered metals industry, identified the following knowledge areas as those most needed by workers: (1) basic reading and communication skills; (2) basic and algebra mathematical skills; (3) blueprint reading; (4) statistical process control; (5) standard and precision measurement; and (6) machine set-up, operation, and maintenance. (The preceding list is prioritized, with the area listed as 1 being the most frequent response of the combined data.) The data were collected through administration of a desired skill and knowledge instrument to employees and managers at 24 powdered metals manufacturers in six counties in north central Pennsylvania and through structured interviews with the managers. Minor discrepancies of less than 10 percent were identified between the ratings of employees and managers concerning the knowledge areas of blending, sintering, and tumbling (a need for which employees rated higher than did managers) and hydraulics and pneumatics knowledge of presses (the need for which managers rated higher than employees). The bulk of the document is appendices containing copies of the interview questions asked of managers, the employee survey, one-way analysis of variance tables, and pie and line charts reporting the data on each knowledge area. (CML)

ED 309 314 CE 052 972

Geroy, Gary D.; Passmore, David L.

Assessment of Training Needs for Cogeneration Technology in Schuylkill County. Project Number Two.

Pennsylvania State Univ., University Park. Inst. for Research in Training and Development.

PUB DATE- Jan 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Coal; *Industrial Personnel; *Labor Force Development; *Needs Assessment; *On the Job Training; Staff Development
IDENTIFIERS- *Cogeneration (Energy); Pennsylvania (Schuylkill County)

This paper reports an assessment of the education and training program needs stimulated by investment in cogeneration technology in Schuylkill County, Pennsylvania. (Cogeneration technology would convert raw culm, a byproduct of anthracite coal mining, into a fuel source for steam power generation.) After plant tours and interviews with plant personnel and educational institutions' staff, the study found that staff at a cogeneration plant require professional, craft, and technical knowledge. The professional knowledge is acquired either through a four-year degree program in a relevant discipline or a two-year associate degree program. Craft knowledge, acquired through vocational-technical programs or union training programs, is defined by skills and competencies unique to fabrication as well as system and facility maintenance and repair. Two kinds of technical knowledge are needed: (1) job-specific knowledge related to operational procedures, system parts and purposes, and troubleshooting procedures, all of which is currently provided to operational crews by a specialized start-up team composed of workers who are experts; and (2) generalizable knowledge of applications and theory that supports use of plant technology, including operational theories, systems design, technical and scientific processes, technical interface, and casualty issues involved with plant operation. The document also contains information on the typical staffing pattern and job descriptions. (CML)

ED 309 315 CE 052 973

Geroy, Gary D.; And Others
Maintenance, Manufacturing Cell, and Industrial Engineering/Product Engineering Training Needs Assessment Project. Volumes 1-5. Project Number Three.
Pennsylvania State Univ., University Park. Inst. for Research in Training and Development.
PUB DATE- Aug 87
NOTE- 469p.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Engineering; Job Analysis; *Job Skills; *Job Training; Manufacturing; *Manufacturing Industry; *Needs Assessment; Occupational Information; *Organizational Change; Self Evaluation (Groups); *Technological Advancement; Vocational Education

This five-volume report details an effort undertaken by Ingersoll-Rand (IR) to restore a professional tool plant in Athens, Pennsylvania, as a viable asset to the IR corporation. Volume 1, the final report, presents a historical perspective of the Athens plant, discusses the major skill and knowledge issues facing the plant, and provides the strategic plan developed to address the issues. In addition, it describes the methodology used in the strategic needs assessment, provides the findings gathered from the self-assessment, and makes suggestions for post-assessment training and education programs. Volumes 2 and 3 contain the compilation of the machine and job classification task and knowledge inventories. Volume 2 matches tasks with jobs and jobs with departments; classifies machines by departments; associates tasks with each machine; and identifies procedural, technical, general, and systems knowledge associated with each machine. Volume 3 identifies general, systems, technical, and procedural knowledge associated with each task. Volume 4 provides sample database sorts from the database developed during the project. The sorts include jobs in various departments; tasks that jobs require; tasks that require specified general, systems, technical, and procedural knowledge; and machines that require specified general, systems, and procedural knowledge. Volume 5 contains the compilation of the self-assessment results and the instruments. (YLB)

ED 309 316 CE 052 978

Geroy, Gary D.; And Others
Skills and Knowledge Needs Assessment To Support Multi-Craft
Maintenance and Training Design. Report Number Four.
**Pennsylvania State Univ., University Park. Inst. for Research in
Training and Development.**
PUB DATE- Nov 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Curriculum Development;
Electricians; Hydraulics; *Industrial Personnel; *Industrial Training;
Instrumentation Technicians; Job Analysis; Machine Repairers;
Mechanics (Process); *Needs Assessment; *On the Job Training;
Plumbing

The needs assessment reported in this document was undertaken to identify the skills and knowledge needed in the maintenance department of Standard Steel of Burnham, Pennsylvania, so that curriculum could be developed to: (1) train most department employees for most tasks across crafts; and thereby (2) increase productivity by decreasing the time spent arranging for a number of workers on each job. The document consists of an introduction and several matrices. The introduction lists the crafts involved (riggers, pipe fitters, electricians, mechanics, tinners, hydraulics workers, instrument workers, and maintenance machinists) and describes how the skills and knowledge were identified. The matrices present: the general job sequences identified and the function of each task (safety; replace; shutdown; preventive maintenance; start-up and test; and repair, rebuild, and troubleshoot) in relation to each sequence; the areas considered general knowledge required for each craft; and the areas considered specialized knowledge required for each craft. At least half of the document consists of a separate matrix for each craft, which states what knowledge areas are needed to repair which systems. (CML)

ED 309 317 CE 052 979

Wright, Phillip C.; Geroy, Gary D.

A Review of Qualitative Data Gathering Methods and Their Applications To Support Organizational Strategic Planning Processes. Study Number Six.

Pennsylvania State Univ., University Park. Inst. for Research in Training and Development.
PUB DATE- Mar 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Delphi Technique; Force Field Analysis; Judgment Analysis Technique; Labor Force Development; *Management Information Systems; Network Analysis; *Personnel Directors; *Policy Formation; *Qualitative Research; *Research Methodology; Success
IDENTIFIERS- *Strategic Planning

Exploring existing methodologies to determine whether they can be adapted or adopted to support strategic goal setting, this paper focuses on information gathering techniques as they relate to the human resource development professional's input into strategic planning processes. The information gathering techniques are all qualitative methods and include: the cultural audit; judgmental methodologies, such as life cycles and Delphi Technique; political forecasting; history/failure analysis; scenarios; portfolio analysis; cross-impact analysis; graphical methodologies, such as force field analysis, network construction, decision trees, and graphs; uncertainty-complexity analysis; and critical success factors. A section is devoted to each of these techniques. An attempt is made to evaluate the various data gathering methodologies. A graphic model of the techniques being applied to the decision-making process is included. In the model, a label of strong, moderate, or weak is attached to each technique. The conclusion states that more research must be done before it can be stated with any confidence that a given technique is best suited for a particular task or as input into a particular decision-making system. An eight-page bibliography concludes the document. (CML)

ED 309 318 CE 052 980

Dobesh, Rudolph; Geroy, Gary D.
Examination of the Applicability of the Hershey Blanchard Changing Skills Model to Non-Technical Skills Curriculum Needs Assessment Process in a Dual Career Ladder Research and Development Organization. Study Number Seven.
Pennsylvania State Univ., University Park. Inst. for Research in Training and Development.
SPONS. AGENCY- Alcoa Foundation, Pittsburgh, Pa.
PUB DATE- Aug 88

NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Career Development; *Career Ladders; Job Skills; Management Development; *Needs Assessment; *Paraprofessional Personnel; *Promotion (Occupational); Technical Education; Training
IDENTIFIERS- *Hersey Blanchard Changing Skills Model; *Nominal Group Technique

A study sought to: (1) determine what nontechnical skills were needed at each level on the dual (management/nonmanagement) career ladder labeled "technician" at the host organization; (2) determine the impact of the dual ladder on needs assessment; and (3) use the skills needs assessment process as a pilot study for determining the nontechnical skills needs of other multicareer ladder job classifications. The needs assessment process involved use of the Hersey and Blanchard Changing Skills Model. Typical job descriptions were analyzed, interviews were conducted, and the Nominal Group Technique was used. Twelve employees from the upper ranks of both career ladders participated. Major findings were the following: (1) the size and complexity of the technician career ladders made use of the standard form of the Nominal Group Technique unsatisfactory; (2) participants were often not knowledgeable about the requirements for positions on the technician career ladder that was not their own; and (3) the Hersey and Blanchard model could not be applied because of the varied levels of technical and human skills needed on the nonmanagement ladder. Consequently, some features of the Delphi Technique were incorporated into the Nominal Group Technique and participants generated and ranked the skills needs for only their own ladder. An extension to the Hersey and Blanchard model was proposed. (The document includes a 34-item bibliography.) (CML)

ED 309 319 CE 052 981

Montler, Joseph; Geroy, Gary D.
A Model To Address Design Constraints of Training Delivered via Satellite. Study Number Eight.
Pennsylvania State Univ., University Park. Inst. for Research in Training and Development.
PUB DATE- Aug 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques

(for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; *Communications Satellites; Cost Effectiveness; *Design Requirements; *Distance Education; Inservice Education; Instructional Effectiveness; *Telecommunications; *Telecourses; *Television Teachers; Training; Video Equipment

This document: summarizes how some companies are addressing the design constraints involved in using satellite technology to deliver training, presents a model aimed at examining cost effectiveness of the satellite option, and includes a guide to designing instructional materials for delivery by satellite. A survey of 39 organizations, 12 corporations, and 27 universities provided the data on companies' use of satellite technology, and the data were synthesized using the Subject Matter Analysis technique. A review of the literature resulted in the model. The major finding suggests that there are three major areas of design constraints (presenter, receiving site coordinator, and general logistics) on producing and delivering effective presentations by satellite, the importance of which practitioners are able to rank order. The model developed by the study begins with the program decision, ends with a post-training evaluation, and includes all three areas of design constraints revealed in the survey portion of the study. (The handbook for trainers, appearing as an appendix, addresses what to do about those constraints and includes two worksheets for calculating training costs. A nine-item bibliography is included in the document.) (CML)

ED 309 320 CE 052 983

Apling, Richard N.
Vocational Education Performance Standards. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 6 Jul 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Policy; Federal Aid; Program Effectiveness; *Program Validation; *Standards; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982

Contributing to the debate on the nature of the reauthorization of the Carl D. Perkins Vocational Education Act, this report discusses three proposals that would establish standards of performance for vocational education and analyzes experiences from performance standards implemented as part of other social and educational programs, such as the Job Training Partnership Act, Chapter 1, minimum competency testing, and merit pay for teachers. The proposals examined are those contained in H.R. 7 (passed by the U.S. House of Representatives in May 1989), those from the U.S. Department of Education (introduced as H.R. 2329 and S. 1133), and those from the National Assessment of Vocational Education. A section on the goals of performance standards offers a rationale for such standards. A comparison of the three proposals shows that they differ on whether or not they would link program decisions and funding to standards: H.R. 7 would not; the proposal from the Department of Education would; and the proposal from the National Assessment of Vocational Education recommends linkage for postsecondary but not for directly secondary vocational education. Another section provides the states' records on adopting performance standards and gives details of the approaches taken by Missouri and Florida. The document also discusses potential problems from performance standards, issues that result from the nature of vocational education, critical decisions, and possible alternatives to performance standards. (CML)

ED 309 321 CE 052 984

Youth Driving without Impairment. Report on the Youth Impaired Driving Public Hearings (Atlanta, Georgia; Boston, Massachusetts; Chicago, Illinois; Fort Worth, Texas; Seattle, Washington). A Community Challenge.

National Commission against Drunk Driving, Washington, DC.

SPONS. AGENCY- National Highway Traffic Safety Administration (DOT), Washington, D. C.

PUB DATE- Dec 88

NOTE- 82p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accident Prevention; *Adolescents; *Alcohol Abuse; *Alcohol Education; Alcoholic Beverages; Alcoholism; *Drinking; Driver Education; Safety Education; *Traffic Accidents; Traffic Safety; *Young Adults

IDENTIFIERS- *Youth Impaired Driving Model

The testimony heard by the National Commission against Drunk Driving on how to prevent alcohol-related motor vehicle crashes, which constitute the leading cause of death for youth of driving age, resulted in some of the recommendations in this report. The document consists of an executive summary, a preface, an explanation of the Youth Impaired Driving Model, an introduction, a chapter on findings and recommendations, a chapter on general recommendations and conclusions, and three appendices. Aimed at making youthful impaired driving socially intolerable, the Youth Impaired Driving Model focuses on a systemwide approach with the following components: (1) school responsibilities, (2) extracurricular activities, (3) community responsibilities, (4) work-based activities, (5) enforcement, (6) licensing, (7) adjudication, (8) supervision, and (9) legislation. The chapter on findings and recommendations contains a section on each of the nine components in the Youth Impaired Driving Model and makes recommendations regarding each. Four general recommendations and conclusions are also given. The appendices contain a directory of youth programs; lists of advisory committee members, committee members who wrote the report, and panelists and presenters who appeared at the five hearings; information from a 1988 survey on drinking and driving among high school seniors; and statistics on youth fatal crashes from 1982-1987. (CML)

ED 309 322 CE 052 986

Goodman, Alan Z.

Police Communication Skills Training for Gaining Compliance and Avoiding Civilian Complaints: The On-Stage Workshop.

PUB DATE- 89
AVAILABLE FROM- Human Dimensions in Training, 69-17 197th Street, Fresh Meadows, NY 11365.
NOTE- 221p.; Master's thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Communication Skills; Formative Evaluation; *Inservice Education; *Interpersonal Communication; *Interpersonal Competence; Material Development; Police; *Police Education; Program Development; *Program Implementation; Staff Development; Summative Evaluation; Transfer of Training; Workshops
IDENTIFIERS- *Instructional Systems Development

The Instructional Systems Design (ISD) process was applied to a communication skills training project for the New York City Police Department. The purpose of the application was to reduce the number of unnecessary civilian complaints accumulated by police officers. The project passed through the five phases of ISD: analysis, design, development, implementation, and evaluation. During the analysis phase, an instructional need was perceived for a job-specific communications strategy that would transfer easily to learners and that they would choose to use on the job. The design phase resulted in a 4-hour workshop. The development of the project followed a module-by-module approach. A participant workbook was produced, along with a videotape of real police situations where problems resulted from the inability to use effective communication skills. Eight workshops were delivered. Data on learner reaction and learner acquisition of skills were collected during each workshop. The formative evaluation process included one-on-one trials using the "think aloud" protocol, small-group trials, and field trials. A summative evaluation was conducted. Findings indicated 90 percent of learners rated the workshop very good or outstanding, 75 percent used the skills effectively, and participants had a lower level of civilian complaints. (Project materials, including videotape scripts and the instructor/learner workbook are appended.) (YLB)

ED 309 323 CE 052 987

Johnson, Janice K.
Pre-Employment Skills Training Module for Adult Male Inmates at Riker's Island Correctional Facility.
PUB DATE- 88
NOTE- 202p.; Master's thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; Correctional Education; *Employment Interviews; *Instructional Materials; *Job Application; *Job Search Methods; Job Training; *Material Development; *Prisoners
IDENTIFIERS- Rikers Island Penitentiary NY

An instructional program called "Passport to a Job" provided prerelease training for inmates at Riker's Island Correctional Facility. The inmates were taught the important steps in preparing for employment; how to identify and cope with discriminatory employment; and how to demonstrate the interview techniques of opening the interview with a greeting and a smile, maintaining a responsive posture, asking questions, and exiting the interview with a smile and a handshake. Evaluative data collected on pretests, posttests, and a reaction questionnaire indicated that the 20-28 male inmates did learn and that they rated the program and the trainer's performance as excellent. During the four 3-hour sessions, the trainer utilized a detailed instructional strategy modeled on Robert Gagne's events of learning. Only printed instructional materials were used. The document includes recommendations for further use of the program, the needs assessment instrument, project planning charts, budgetary materials, the results of an instructional task analysis, details of the instructional strategy the trainer implemented, a pretest, a performance assessment checklist, a posttest, the reaction questionnaire, the trainer's guide to the program, student materials, and a 46-item bibliography. (CML)

ED 309 324 CE 052 988

Paquin, David C.

A Computer Based Training Program for the Development of Student Handouts and Other Training Aids.

PUB DATE- 89
NOTE- 163p.; Master's thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Oriented Programs; Desktop Publishing; *Instructional Materials; *Material Development; Professional Development; Trainers; Training Methods
IDENTIFIERS- AutoCAD; Summit Authoring System; WordPerfect

A computer-based training program was used to teach technical instructors at the Long Island Lighting Company how to create student handouts of textbook quality with a computer, software, and laser printer. All five learners successfully completed the course objective, which was to produce a one-page handout that contained text and graphics, following a one-on-one trial. The handouts of all five learners received the highest ratings when judged against each of the statements on an evaluation checklist developed for the project. Prior to the study, the learners were able to use the word processing (Word Perfect 5.0) and engineering-exact graphics (AutoCAD 9.0) software packages necessary in the study. The computer-based instructional program had been developed with the Summit Authoring System. Whether a learner achieved the instructional objective was determined by judging the learner's handout against the following statements on an evaluation checklist: (1) text lines are readable; (2) text lines are parallel and horizontal with the bottom of the page; (3) graphics image is clear; (4) graphics image is properly oriented on page; and (5) project was completed within 8 hours. (The document includes the instructor's guide and student's guide, a printout of the instructional computer program, and a nine-item bibliography.) (CML)

ED 309 325   CE 052 991

Bottoms, Gene; Korcheck, Stephanie A.
Assessing the Reading, Mathematics, and Science Achievement of 1988 Secondary Vocational Completers. A Report of the 1988 Baseline Assessment of the SREB-State Vocational Education Consortium Using the National Assessment of Educational Progress.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 89
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790 ($7.50).
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; Educational Research; Females; High Schools; *High School Seniors; Males; *Mathematics Achievement; *Reading Achievement; *Student Evaluation; *Vocational Education; White Students
IDENTIFIERS- National Assessment of Educational Progress; *Science Achievement

This report presents results of the 1988 assessment of almost 3,100 high school seniors identified as vocational completers from 34 pilot sites participating in the Southern Regional Education Board (SREB)-State Vocational Education Consortium. The assessment used a portion of the National Assessment of Educational Progress. The report first considers the setting of achievement goals for vocational students and then presents the results of the assessment. Student achievement is discussed: by type of curriculum; for black students and white students; for females and males; and by type of vocational program. This section concludes by presenting findings regarding student achievement based on the high school experiences of SREB pilot site vocational completers. Factors considered include: emphasis on basic skills by vocational teachers; English, mathematics, and science courses taken by vocational students; student attendance; student expectations and attitudes; assistance in planning a four-year program of study; and future plans of the vocational completers. The final section of the report offers recommendations specific to the improvement of reading, mathematics, and science achievement as well as a discussion of the importance of developing a program of vocational and academic study. The report contains 17 tables and figures and a list of pilot sites. (YLB)

ED 309 326 CE 052 992

Bottoms, Gene; Korcheck, Stephanie A.
Improving the Communications, Mathematics, and Science Competencies of Students Enrolled in Vocational Courses. A Report on the Annual Staff Development Conference of the SREB-State Vocational Education Consortium (2nd, Hilton Head Island, South Carolina, August 10-13, 1988).
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 89
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790 ($5.00).
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Career Guidance; Communication Skills; Conference Proceedings; *Faculty Development; Mathematics Skills; Secondary Education; Staff Development; *Vocational Education
IDENTIFIERS- Science Skills

This summary offers highlights of a conference hosted by the Southern Regional Educational Board-State Vocational Education Consortium, a 6-year effort to develop, apply, evaluate, and promote strategies to strengthen the basic competencies of high school students enrolled in vocational education programs. An introduction provides summaries of presentations on the conference goals of sharing information and ideas and combining vocational and academic studies; instructional principles for increased learning; conditions forcing change in the educational system; changing school experiences to improve achievement in the basic competencies; leadership as the key to success; and the need for a better-educated work force. Chapter 1 summarizes participants' comments on the first step toward improving the preparation of vocational students for employment and continued learning on the job or at a postsecondary institution--raising expectations for students pursuing vocational studies. Chapter 2 focuses on participant remarks concerning the consortium goal of increasing the percentage of vocational students who complete higher-level academic courses. Chapter 3 focuses on workshop presentations that address emphasis on increased academic content in vocational courses and applied learning activities in academic courses. Chapters 4, 5, and 6 summarize participants' comments on pilot site programs that: advance basic competencies through career guidance and remedial studies; provide staff development for vocational and nonvocational teachers; and participate in an evaluation and assessment plan. A final section is a summary of the conference. (YLB)

ED 309 327 CG 021 771

Becker, Angela H.; And Others
Student Expectations: Similarities and Differences between Freshmen and More Advanced Students.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *College Freshmen; *College Instruction; *College Students; *Expectation; Higher Education; Sex Differences; *Student Attitudes; Undergraduate Students

A previous study used questionnaires to determine the pre- and post-course expectations of freshman college students enrolled in an introductory psychology class. The most frequently listed pre-course expectation was to get a good grade or pass the class. Post-course evaluations showed that students were more likely to feel that their expectations for the instructor, as opposed to themselves, had been fulfilled. This study was designed to extend the earlier study by including an evaluation of advanced students, with 199 students completing the pre-course evaluation and 168 completing the post-course evaluation. For male advanced students, the most important pre-course expectation was to get a good grade or pass the class; for females, it was to develop good study habits and stay awake. The most important post-course expectation for both sexes was to learn more about human behavior/emotions. The most frequent post-course expectation of the instructor by advanced male students was that he/she be pleasant and friendly with a sense of humor; for females, it was that the instructor enjoy teaching and be enthusiastic. Results highlighted the fact that freshmen share many expectations with more advanced students. (ABL)

ED 309 328 CG 021 772

Cummins, Robert C.

Attributions, Outcome Expectations, Locus of Control and Daily Hassles.

PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; College Students; Coping; *Depression (Psychology); *Expectation; Higher Education; *Locus of Control; *Stress Variables

Previous research has indicated that locus of control acts to moderate the effects of stressful events. In this study the role of depressive attributions, negative outcome expectancies, and internal locus of control and their interactions with minor negative events in predicting symptoms of psychological distress were examined. Subjects (N=131) were college students; a short-term longitudinal design was used. Results indicated that depressive attributions and moderately internal (rather than extremely internal) locus of control expectancies acted to buffer the effects of minor negative events. In addition, evidence was not supportive of the confluence hypothesis although the finding that expectancies of negative outcomes were related to symptoms is consistent with both the confluence hypothesis and the learned helplessness model of depression. Results indicated that, in this sample, vulnerability to stress was reduced for individuals with moderately low expectancies of control in combination with depressive attributions for past events. Although these cognitions (depressive attributions, and lower internal control expectancies) may be effective in coping with daily hassles, they may increase the risk of clinical depression if major life events, rather than daily hassles, are encountered. (Author/ABL)

ED 309 329 CG 021 773

Ware, Mark E.; And Others
Perspectives about Social Workers.

PUB DATE- Apr 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *College Students; Higher Education; *Social Work; *Social Workers; *Student Attitudes; *Work Attitudes

Previous research has shown that career preferences are dependent upon the words and images that individuals associate with various occupations. The present study sought to identify differences and similarities between college students' and social workers' views toward social work. College students majoring in psychology (N=25) and social workers (N=18) described their first reaction to the term "social workers"; their image of social workers; and their impressions about social workers' tasks, type of clientele, and entry level salary. The analysis relied primarily on content analysis and the assessments of three blind "judges." In general, the college students gave more negative evaluations to social work. Students and social workers also differed in their views about the kinds of activities in which social workers engaged and in the types of clientele with whom social workers worked. However, students had accurate perceptions about social workers' gender, age, social class, and income. Overall, students had less favorable set of words and images about social work than did social workers. Additional research is needed to identify how and when students acquire these words and images. (Author/ABL)

ED 309 330 CG 021 774

Ware, Mark E.; And Others
Activities in Field Placement Programs at Different Universities.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; Counseling Techniques; Evaluation Methods; *Field Experience Programs; Higher Education; *Psychology; Test Validity; *Undergraduate Students

The literature on undergraduate field placement programs reveals differences in approaches to program evaluation. Included in research literature are descriptive accounts, as well as those focusing on characteristics of the program, student evaluation of field programs, or those assessing the program's influence on students. This study pre- and post-tested placement and comparison groups on four themes that were obtained from a factor analysis of the Skills Checklist of Placement Experience (SCOPE). The themes were client testing, therapeutic interaction, reporting and writing, and non-therapeutic interaction. Students (N=77) were upper class psychology majors attending universities having dissimilar undergraduate populations.

Analysis of covariance revealed significant differences between placement and comparison groups on the first three activity themes. Findings support the arguments of field placement advocates who claim that placement experiences can enhance learning by emphasizing both thinking and doing. Results also support SCOPE's utility for assessing placement settings at different institutions. (Author/ABL)

ED 309 331 CG 021 775

Khinduka, Shanti K.
Social Work Program Review.
State Univ. System of Florida, Tallahassee.
PUB DATE- Apr 88
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Counselor Training; Faculty; *Higher Education; *Program Evaluation; Resources; *Social Work; *Social Workers
IDENTIFIERS- *Florida

This document presents a general review and evaluation of social work education in Florida throughout the state university system. Programs are reviewed from these institutions: Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, and Florida International University. The social work programs are evaluated in terms of these criteria: (1) the clarity of their objectives and the consonance of the objectives with institutional missions; (2) the administrative organization and the leadership of the program; (3) the class and field curriculum; (4) the composition and caliber of the faculty; (5) the quality and mix of students; (6) the program's responsiveness to issues of equity and relevance with regard to ethnic minorities and women; and (7) the adequacy of the physical, financial, and faculty resources. Suggestions and recommendations are made to encourage and assist the programs in their efforts to enhance the effectiveness of their programs. The first section of the document describes the context of social work education in Florida, discusses its achievements and the issues surrounding it, and provides recommendations. The second section provides an assessment and recommendations for each of the seven Florida universities. (ABL)

ED 309 332 CG 021 776

Grossnickle, Donald R.

Helping Students Develop Self-Motivation: A Sourcebook for Parents and Educators.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- 89
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Motivation Techniques; *Parent Role; *Self Motivation; *Student Motivation; Students; Student School Relationship; *Teacher Role

This booklet provides a general blueprint to guide the overall process of teaching a student to be motivated to achieve and offers specific ideas for those concerned with promoting self-motivated behavior among students. Part one discusses teaching and learning self-motivation concepts and principles. These topics are covered: motivation as a trait or as a state; benefits of self-motivation; understanding the process of self-motivation; organizing for motivation; avoiding motivation pitfalls; self-motivation hints for parents, teachers, and students; and parents and homework. A student motivation inventory is provided. Part two discusses beginning the process of helping students to become self-motivated and successful. Thirty-six 1-minute motivation pointers are included which provide ideas for parents and teachers to use to motivate students. These pointers range from encouraging students to read biographies emphasize traits of successful persons which students can informally mimic, to teaching students to be reflective upon their own learning from both good and bad experiences. The report concludes that each student can benefit greatly when parents and school staff members assume responsibility for making self-motivation of students a high priority in daily learning activities. A bibliography is included. (ABL)

Bergmann, Sherrel
Discipline and Guidance: A Thin Line in the Middle Level School. What At-Risk Students Say about Middle Level School Discipline and Teaching. A Middle Level Essentials Special Paper.
National Association of Secondary School Principals, Reston, Va.

PUB DATE- 89
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Adolescents; *Discipline; Educational Environment; *High Risk Students; Intermediate Grades; Junior High Schools; *Middle Schools; Preadolescents; Principals; School Counseling; *School Guidance; *Student Attitudes; *Student Needs
IDENTIFIERS- *Middle School Students

At the middle school level, school climate, curriculum, instructional strategies, and the availability of positive adult role models all affect student performance. This study sought to determine student perceptions of discipline effectiveness, teaching strategies, and school climate. Early adolescents (N=220) between the ages of 11 and 16 in 20 middle schools were interviewed. The schools were representative of large, urban, suburban, and rural settings. Results showed a more positive picture of student perceptions of their schools than might have been expected. When asked to describe their schools, 53 percent gave positive comments, 36 percent gave negative comments, and 11 percent gave noncommital comments. Every student mentioned at least once that they would like someone to listen to them. For the most part the students who were interviewed were gregarious and talkative and needed more time to socialize than the school day allowed. Fourteen recommendations are given for middle school administrators to use in developing programs for students who cause repeated classroom disturbances and are at risk of alienating themselves from the schooling process. These recommendations range from designing an active advisory program and comprehensive curriculum to helping teachers plan for effective instruction. (ABL)

ED 309 334 CG 021 778

Peters, Stephen
A Summary of AIDS Education Policies in Six Southeastern States.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Curriculum; *Educational Policy; Elementary Secondary Education; *Health Education; School Law; School Personnel; *School Policy; *State Departments of Education; State Government; State School District Relationship

This report summarizes policies dealing with Acquired Immune Deficiency Syndrome (AIDS) education and AIDS carriers in the schools. It deals with statewide policies in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina, providing reports on each of the six states in which questions on AIDS education and policies were answered. The questions on AIDS education examine who the contact person is who is responsible for developing the AIDS policy; the date of the most recent AIDS policy; the branch of state government responsible for administering and enforcing AIDS education and the type of enforcement which the state requires; which curriculum the state asks local school districts to use in AIDS education; and how AIDS education should be integrated into the regular school schedule. The questions on policies on AIDS carriers in the schools include: (1) contact person; (2) date of the policy; (3) branch of state government responsible for enforcement of the policy; (4) state's policy on forced or voluntary testing; (5) policies which may affect school employees who carry the AIDS virus; (6) state's policy on the requirements for expelling AIDS carriers from the classroom; and (7) degree of confidentiality due the AIDS carriers. (ABL)

ED 309 335 CG 021 779

Barnett, Rosalind C.; And Others

Quality of Adult Daughters' Relationships with Their Mothers and Fathers: Effects on Daughters' Well-Being and Psychological Distress. Working Paper No. 175.

Wellesley Coll., Mass. Center for Research on Women.

PUB DATE- 88

AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.00).

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Children; Adults; *Daughters; Fathers; Mothers; *Parent Child Relationship; *Stress Variables; *Well Being

Until recently, adult daughter-parent relationships have received little research attention. This study examined the quality of experiences adult daughters (N=308) have in their current relationships with their mothers and fathers and the effects of the quality of these relationships on the daughter's psychological well-being/distress. The sample of daughters was drawn from a larger, disproportionate, random, stratified sample of women ages 25 to 55, who were employed as social workers or licensed practical nurses, and who resided within a 25-mile radius of Boston. Quality of experience in the daughter role was assessed separately for the daughter-mother and daughter-father roles. Overall, daughters reported positive experiences with each parent. Having a positive relationship with one's parent(s) was associated with daughters' reports of high well-being. Having a poor relationship with one's mother was associated with reports of psychological distress, particularly among daughters who were not themselves married/partnered. Having a poor relationship with one's father was also associated with psychological distress, especially among daughters whose fathers were widowed. Race and social class variables were examined for their main and interactive effects on psychological well-being/distress. (Author/ABL)

ED 309 336 CG 021 780

Baruch, Grace K.
Reflections on Guilt, Women, and Gender. Working Paper No. 176.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 88
NOTE- 15p.; Paper presented at the International Interdisciplinary Congress on Women (3rd, Dublin, Ireland, July 1987). Research supported by the Rockefeller Foundation Gender Roles Program.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; High Risk Persons; *Sex Differences; Socialization
IDENTIFIERS- *Guilt

In the past, guilt has been seen primarily through male eyes and has been a neglected topic thus far in the renaissance of studies of women and gender. There may be a greater vulnerability to guilt in women as compared to men. Given childhood's influence on guilt and on the adult conscience, struggle, conflict, and uncertainty in adulthood seem inevitable. Guilt can be both valuable and destructive. Risk factors for guilt in women include: (1) women's socialization to take responsibility for the well-being of others; (2) women's dilemmas about balancing their own needs with their perceived responsibilities to others; (3) empathy; (4) withdrawal of love for girl children; (5) lower status and power of women; and (6) self-blame. Research data is lacking on men; men's socialization, too, needs to be understood. A preliminary study of women and their guilt is forthcoming. There is so little research on gender and guilt in adults that identifying various categories of guilt should help both women and men to better understand themselves and each other. Overall, guilt is a strong medicine that may maintain and heal bonds but may also sicken in overdose. Perhaps, especially for women, it can have dangerous side effects with respect to self-esteem and the sense of empowerment. (ABL)

ED 309 337 CG 021 781

Helping Schools Prevent Drug and Alcohol Abuse. 1988-89 Guidelines and Applications.

New Jersey State Dept. of Education, Trenton.

PUB DATE- 15 Sep 87

NOTE- 58p.; For related report, see ED 289 119.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Educational Finance; *Elementary Secondary Education; Financial Support; Health Education; *Prevention; State Boards of Education; Substance Abuse

IDENTIFIERS- *New Jersey

This document describes two programs that make up one of New Jersey's major initiatives to address the problem of substance abuse. The first program described is the Chemical Health Curriculum Development Grant Program, which is funded by a state appropriation; the second is the Substance Abuse Coordinator Grant Program, which combines federal funds with state appropriated funds to make approximately 70 grants to districts. It is noted that funds are to be used to make grants to districts to assist them in the development and the implementation of their substance abuse prevention curriculum as required by the New Jersey State Board of Education, and that these grants support the hiring of personnel responsible for the planning and coordination of substance abuse prevention programs and activities. Part I of the document sets forth guidelines for the two programs, including conditions for funding, eligibility, grant administration, standards, and assistance centers. Part II consists of directions for application for the two grant programs, as well as the forms. The appendices include a copy of the Drug-Free Schools and Communities Act of 1986 and an excerpt from the U.S. Code. (ABL)

ED 309 338 CG 021 782

DeJong, William

Project DARE: Teaching Kids To Say "No" to Drugs and Alcohol.

Department of Justice, Washington, D.C. National Inst. of Justice.

PUB DATE- Mar 86
NOTE- 5p.; Reprinted from NIJ Reports.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Assertiveness; Curriculum; *Drug Abuse; *Elementary Education; Elementary School Students; Junior High Schools; Junior High School Students; Peer Influence; Police; *Police School Relationship; *Prevention

A joint project of the Los Angeles Police Department and the Los Angeles Unified School District, Project DARE (Drug Abuse Resistance Education) is designed to equip elementary and junior high school children with the skills for resisting peer pressure to experiment with drugs and alcohol. The goal is to teach students how to say "no." A growing consensus among experts in education and medicine holds that substance abuse prevention must begin early, well before children have been led by their peers to experiment with drugs and alcohol. Most important, Project DARE introduces this training just at the time when the peer pressure begins. DARE's instructors are Los Angeles police officers on full-time duty with the project. Assigned to five schools per semester, the officers visit classrooms once a week to present an innovative curriculum developed by school district personnel. Veteran police officers with several years of street experience, the DARE instructors have a credibility unmatched by regular classroom teachers. Through the DARE lessons, students learn that: real friends will not push them into trying drugs and alcohol; the majority of their peers do not use these substances; being grown up means making their own decisions and coping with problems in a positive way; and they can assert themselves in the face of peer pressure. The DARE curriculum is organized into 17 classroom sessions in which a wide range of teaching activities are used that are designed to encourage student participation and response. (ABL)

ED 309 339 CG 021 783

Childers, Glenna J.; Carroll, James L.
Children with Diabetes: Peer Status, Academic Achievement, and Behavior Problems.
PUB DATE- Mar 89

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Behavior Problems; *Children; *Chronic Illness; *Diabetes; Diseases; Elementary Education; *Peer Relationship

While the clinical literature frequently asserts that chronic illness negatively affects children's social development, data in support of such assertions are almost without exception obtained in clinical settings from children with chronic illness and their parents, without data from the school or community environment and without control or comparison data for non-chronically ill children. This study sought to identify whether children with diabetes are less accepted by classmates than are their healthy peers. Data were gathered from teachers; 19 students with diabetes, and 19 students without diabetes; school files; and medical records. Teachers rated social skills by completing a social skills rating scale. Students completed three sociometric measures of peer status. School files were examined to obtain number of school absences and national percentile rank scores for the 1987 statewide academic achievement testing. Medical records and parent reports provided the age of onset of diabetes. The results showed that children with diabetes did not differ significantly from healthy peers when compared on three peer status variables, social skills, and academic achievement variables. Additional data are needed to determine if these results hold for a larger sample, or are only a function of inadequate power to detect true differences between groups. (ABL)

ED 309 340 CG 021 784

Watkins, Karen E.; And Others

Incidental and Reflective Learning in the Workplace: An Action Science Study of Adult Children of Alcoholics.

PUB DATE- 29 Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; *Alcoholism; *Employee Assistance Programs; Employees; Family Life; *Group Counseling; Group Dynamics; Intervention; *Learning Processes; Parent Child Relationship; Work Environment
IDENTIFIERS- *Children of Alcoholics

There are over 28 million children of alcoholics in the United States, 22 million of whom have now reached adulthood yet continue to experience emotional, mental, and physical effects of life in an alcoholic family. In the workplace, adult children of alcoholics (ACOAs) have recently become acknowledged as a group who face special challenges. The purposes of this study were to deepen the understanding of the issues that ACOAs face in the workplace; to test the efficacy of action science as a theory and method of intervention; and to examine the incidental and reflective learning practices of the interventionist as well as of the group participants. This study examined the incidental learning processes of a group of professionals who were self-identified ACOAs. Subjects were six self-identified adult children who met weekly with a facilitator (an adult child of an alcoholic herself) for 16 weeks. For the facilitator, much of her learning revolved around how to make judgment calls in situations which brought to the surface both therapeutic and educational issues. For the group, much of the experience involved learning from other's blind spots, the value of surrendering control of the learning process, and group empowerment. (Author/ABL)

ED 309 341 CG 021 785

Tucker, Null A.; And Others
Using a Client-Centered Approach in the Principal's Evaluation of Counselors.
PUB DATE- 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Assessment Conference (1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Evaluation; *Counselor Performance; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Principals; *School Counselors; School Guidance; Test Validity

Staff evaluation is a time-consuming and unpopular task but one of the most important responsibilities of a school principal. In the evaluation of school guidance counselors, Georgia's DeKalb County School System has developed an instrument for collecting information from assistant principals, head counselors, teachers, and students. By using the data generated from persons familiar with counseling services, a principal should be able to make a more valid and reliable evaluation of a counselor's performance. The process of evaluating school guidance counselors was divided into two phases: development and administration. The development phase provided representative counselors an opportunity to participate in the identification of criteria that were job-related. Following the development of the instrument, an administration phase established construct validity and provided a way to promote feedback for improvement of counselor performance. Competency areas included: Relating to Others; Communication; Professionalism/Ethics; Planning and Implementation; and Demonstrating High Expectations. Administrators, counselors, teachers, and students rated counselors on a scale of always, often, seldom, and never. Although no single instrument can incorporate all job-related behaviors, this counselor evaluation instrument includes behaviors shared by most counselors. (ABL)

ED 309 342 CG 021 786

Watkins, C. Edward, Jr.; And Others
Psychologists in Divisions 42, 12/29, or 17: A Comparative Examination.
PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Psychology; Comparative Analysis; Counseling; Individual Differences; *Occupational Information; Professional Associations; *Psychologists; Psychotherapy; *Work Environment
IDENTIFIERS- *American Psychological Association; *Private Practice

A growing number of psychologists seem to be involving themselves in independent psychological practice. Consistent with this trend, Division 42 (Independent Practice) of the American Psychological Association (APA) was developed. Division 42 has grown considerably in recent years, with a membership of over 5,000 psychologists. While psychologists in Division 42 have a common interest in private practice, information generally is limited about practitioners who affiliate with it as opposed to other applied divisions. This survey compared psychologists (N=150) exclusively affiliated with Divisions 42 (Independent Practice), 12 (Clinical) and/or 29 (Psychotherapy), or 17 (Counseling) on three variables: major field, special areas of interest, and employment setting. Subjects exclusively affiliated with Division 42 identified their primary field, area of interest, and employment setting as clinical psychology, therapy, and private practice, respectively. Division 42 members were highly similar to individuals exclusively affiliated with Division(s) 12 and/or 29. Division 42 members were most dissimilar to individuals exclusively affiliated with Division 17. Division 42 members were almost exclusively practitioner-oriented. These results seem to strongly agree with the basic focus and major thrust of Division 42 and its members: to enhance psychologists' understanding of, and ability to deal effectively with, private practice issues and the private practice setting. (Author/ABL)

ED 309 343 CG 021 804

Earp, Jo Anne L.
Social Support and Compliance with Hypertension Regimens.
PUB DATE- 25 Feb 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (10th, San Francisco, CA, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Psychology); *Family Relationship; *Helping Relationship; *Hypertension; *Physician Patient Relationship; *Social Support Groups
IDENTIFIERS- *Compliance (Medical)

While research strongly suggests that social support can be effective in helping patients increase their compliance with medical regimens, many more specific questions remain unanswered. These include: (1) how are physicians using social support in an effective manner; (2) what are the most effective ways for physicians and their office staff to involve social support network members and significant others in patients' care; (3) what is the most effective way to teach physicians how to involve others in patients' treatment; (4) which patients will desire and benefit from their families' involvement and which patients won't; and (5) how can physicians economically identify the differences between these two groups. Applied research is needed in this area. It is important to investigate the mechanisms of action through which social support and compliance are correlated. Social comparison theory is important in this area. Another theoretical application is the use of "vicarious observation" by significant others, as has been done with cardiac rehabilitation patients. A major assumption which researchers in the field of social support should not take for granted is that it is easier to modify social support than to reduce stress. (ABL)

ED 309 344 CG 021 805

Hawkins, Joseph A.

The Early Experiences and Behavior of Students Suspended in Junior and Senior High School.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

PUB DATE- Sep 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Behavior Problems; Discipline; *Early Experience; *High Risk Students; High School Students; Intervention; Junior High School Students; *Predictor Variables; Secondary Education; Secondary Schools; *Student Behavior; *Suspension

This study investigated possible warning signs in students predicting future trouble with school suspensions. A year-long study of the school histories of 219 secondary students suspended numerous times from the Montgomery County Public Schools examined these students' early school experiences and behavior. Only two percent of students in grades 7-12 were suspended numerous times. Multiple suspendees differed noticeably from nonsuspendees or students suspended only once. Some of the areas of differences included participation in extracurricular activities, placement in special education programs, course grades, and school attendance. The five suspendee types identified are: fighter, student-in-crisis, truant, low achiever, and episodic. Data supported the contention that except for the episodic suspendee, predicting who will become a suspendee is possible. Different levels of success with correcting the misbehavior of suspendees had been experienced depending on the suspendee type. Late and inappropriate interventions contributed to intervention failure. The study's findings justify differentiating the treatment of students with discipline problems. (ABL)

ED 309 345 CG 021 806

Drake, David W.; And Others
Confidentiality and Professional Affiliation Effects on Subject Ratings of Interviewers.

PUB DATE- Apr 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clergy; *Confidentiality; *Counselor Client Relationship; Higher Education; *Psychologists; *Social Workers; Undergraduate Students

The purpose of this research was to study the effects of different statements regarding confidentiality (absolute; limited; nondirective) on subject impressions of interviewers. In addition, the professional affiliation of the interviewer was manipulated (psychologist, minister/pastoral counselor, social worker) to assess potential influence of the interviewer's occupational identity. Finally, a dual interviewer stimulus design was used to evaluate the generalizability of any obtained results. Male (N=62) and female (N=141) undergraduates at a large southwestern university completed the Attitudes Toward Seeking Professional Help Scale prior to the experimental manipulations. Dependent measures included the Counselor Rating Form and ratings of other interviewer-relevant items. All main or interaction effects involving confidentiality and professional affiliation were significant. Significant main effects emerged for interviewers on measures of attractiveness, the ability to help clients, and willingness to help clients. Additional research into the effects of discussions regarding different confidentiality conditions on client perceptions of interviewers needs to be conducted. (Author/ABL)

ED 309 346 CG 021 807

White, Jacquelyn W.; And Others
Anti-Social Behavioral Correlates of Self-Reported Sexual Aggression.
PUB DATE- 23 Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Washington, DC, March 23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Aggression; *Antisocial Behavior; *Behavior Patterns; College Students; Higher Education; *Males; *Sexual Abuse
IDENTIFIERS- Sexual Attitudes

Two studies examined the hypothesis that sexually coercive behavior is part of a larger constellation of non-sexual deviant behaviors. The first study considered the relationship between various antisocial intentions and self-reported levels of sexual aggression. As a part of a larger study, college men (N=108) responded to the Sexual Experiences Survey, an extended Likelihood of Behaviors Schedule, items from the Sexual Motivation Survey, and attitudinal scales. Analysis strongly supported the hypothesis that sexually aggressive behavior is part of a general pattern of antisocial behaviors. In the second study, as a part of a larger project, men (N=210) responded to the Sexual Experience Survey, as well as items assessing alcohol and drug use, attitudes towards casual sex, number of sexual partners, moral self-concept, and religiosity. The results revealed significant positive correlations between alcohol and drug use, the number of different sexual partners, and a positive attitude toward casual sex. A negative correlation was found between alcohol and drug use, religiosity, and a moral self-concept. Findings supported the hypothesis that sexual aggression is part of a larger constellation of antisocial behaviors. Future research on sexually assaultive men would benefit from the inclusion of antisocial behaviors and should recognize sexual aggression as a part of a larger constellation of deviant and criminal behaviors. (ABL)

ED 309 347 CG 021 808

Steward, Robbie J.; And Others
Perceptions of and Attention to Collegial Impairment: A Preliminary Study.
PUB DATE- 88

NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Coping; *Counselor Attitudes; *Counselor Characteristics; *Counselors; Helping Relationship; Responses; Stress Variables; Well Being
IDENTIFIERS- *Counselor Impairment

Mental health practitioners across the nation are faced with many stressors resulting from daily personal and professional challenges, including the emotional pain experienced by clients. While the literature has examined facets of client distress, little has been written concerning practitioners' experiences of distress. This study had two objectives. The first objective was to develop a profile of a collegial definition of "impairment." The second objective was to identify the responses of professionals when encountering these impaired colleagues. A total of 35 counselors drawn from American Psychological Association approved university counseling centers completed a questionnaire. Participants were requested to describe three events or situations in which a colleague was perceived as engaging in personally and/or professionally detrimental behaviors. The results identified five distinct categories of impairment: role stressors; organizational stressors; psychological/physical health factors; chemical use/abuse; and legal/ethical issues. The findings suggested that to some extent colleagues intervene based upon category of concern, existence of guidelines, and/or perceived potential change. (Author/ABL)

ED 309 348 CG 021 809

Brown, James C.
Goodbye Therapy: Use of Imagery Techniques for Problematic Grief Intervention.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Client Characteristics (Human Services); *Counseling Techniques; Depression (Psychology); *Grief; *Imagery;

Models

This document addresses the issue of problematic grief reactions, reactions which tend to be more common than are often realized and which may be a source of "existential" anxiety. It presents a treatment model which can be used with any loss-elicited grief reaction including the acute grief reaction typically encountered subsequent to the death of a close relative or friend, especially if the grief reaction becomes prolonged and unresolved. Variables which need to be assessed as determinants of the severity of the grief reaction and its prognosis are discussed, including intensity of the relationship, security involved in the attachment, degree of ambivalence, mode of separation, personality variables, social variables, and loss/grief history. The identification of obstacles to effective grieving is recommended. These barriers may include persistent desire for recovery of the loss object; the desire to express negative affect because of the loss but being unable to do so; difficulties in dealing with ambivalence and feelings of anger related to the loss; Pandora's box phenomenon; powerful covert contracts with the lost person or object; unfinished business and unexpressed secrets; reinforcement or secondary gain for inappropriate grief reactions; and absence of or limited coping skills and support network. The action phase of therapy incorporating the imagery restructuring technique is described as a systematic model consisting of these seven steps: structure; relaxation training; introduction of imagery; introduction of loss related images; imagery restructuring; coping imagery; and imagery projection. (ABL)

ED 309 349 CG 021 810

Connell, Jim; Kimmel, Ellen B.
Changing Women's Ascriptions through a Leadership Training Program.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 82
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attribution Theory; *Change Strategies; *Females; Influences; Intervention; *Leadership Training; Self Concept; *Self Evaluation (Individuals); *Vocational Education Teachers

The purpose of this study was to determine if an intervention package designed to develop the administrative and managerial skills of women vocational educators would change their ascriptions to resemble those of male high achievers. The independent variable was a 2-week residential institute held in June 1982. The dependent variable was attributions as measured by the Trent Attribution Profile. Candidates were selected in a highly competitive process and then randomly assigned either to the control (N=26) or intervention (N=24) group. The hypotheses that as a result of the Institute the participants would increase their attributions to ability in self-success attributions and decrease their ascriptions to ability for self-failure situations were not supported. Failure to find positive results for self-success was thought to be due to a ceiling effect and lack of sensitivity in the instrument; for self-failure, a lack of emphasis in the Institute's program on perceptions of failure of situations was blamed. The participants did increase ascriptions to luck in self-success situations, a finding which was unexpected. Further research on the Trent Attribution Profile revealed a correlation between luck and ability for high-need achievers. This positive finding was considered to be both significant and desirable. (Author/ABL)

ED 309 350 CG 021 811

Parker, Reese
Perceived Strengths of Drug Education Infusion Strategies and Support from Funding Sources and School Districts.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Apr 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Western Psychological Association (69th, Reno, NV, April 26-30, 1989). For related documents, see CG 021 812-815.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Development; *Drug Education; Elementary Secondary Education; *Program Effectiveness; School Community Relationship
IDENTIFIERS- *Drug Infusion Project; *United States (Northwest)

The Drug Infusion Project, sought to Discretionary Fund of the Secretary of Education, sought to infuse drug education into ongoing subjects at all grade levels and to promote thinking of drug education as being done at the same time, rather than in addition to, ongoing subjects. The background of the project came from the Department of Education monograph, "Schools Without Drugs," which discusses themes such as the danger of drugs, the negative consequences of drugs on the educational process, and the concept of the school as a closed environment in which children could be taught to deal effectively with the drug problem. the project was well received by and promoted collaboration from the funding source and school personnel alike. It matched design requirements that the funding source had postulated for an effective, comprehensive, drug education approach and avoided detracting political and potentially negative accountability and targeting difficulties associated with other approaches. For school personnel, it promoted local ownership of curriculum, avoided the labeling of drug education as an "add-on," and enabled personnel to directly address a high priority societal issue in a professional way that did not displace them from their perceived-as-appropriate instructional realms, nor the comfort zones of their accustomed performance in that realm. (ABL)

Powers, Mary Ann
Project Implementation through Cooperation with School Personnel and Community Leaders.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Apr 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (69th, Reno, NV, April 26-30, 1989). For related documents, see CG 021 811-815.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Leaders; *Curriculum Development; Drug Abuse; *Drug Education; Elementary Secondary Education; *Program Implementation; *Rural Schools; *School Community Relationship; Teachers
IDENTIFIERS- *Drug Infusion Project; *United States (Northwest)

The Drug Infusion Project is designed to assist rural school districts in their efforts to infuse drug education into their regular curriculum through comprehensive and integrated programming, which includes: (1) developing a statistical base through surveys; (2) training teachers in infusion techniques; (3) broadening the definition of "education" to include things learned from the family and community; and (4) involving the community in supporting a consistent, comprehensive, anti-drug message. The implementation process for the public information component of the Drug Education Infusion Project has combined schools with communities in an integrated effort to provide communitywide awareness of the regional adolescent drug problem and drug use risk factors. A critical element in attracting the support of necessary community leaders has been a systematic community awareness campaign. The media has responded by informing citizens of the region about project activities and drug education topics. The impact of the project has only begun with initial steps producing a glimmer of community involvement to combat the pervasive problem of drug abuse. (ABL)

Sesney, John

Substance Use and Abuse in the Rural Inland Northwest.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 27 Apr 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (69th, Reno, NV, April 26-30, 1989). For related documents, see CG 021 811-815.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drinking; *High School Students; *Incidence; *Junior High School Students; *Rural Schools; Rural Youth; Secondary Education; Student Attitudes; *Substance Abuse
IDENTIFIERS- *United States (Northwest)

Alcohol and drug use among youth has been of increased concern to educators, politicians, parents, and students in the past few years. The purpose of this study was to examine the incidence and use of alcohol and drugs in the rural region of northern Idaho and eastern Washington state. A questionnaire was designed to collect demographic information and a variety of opinions, attitudes, and values regarding alcohol and drug use. In addition to a student questionnaire, a parental and school personnel form was developed to assess the same content areas. The instrument was administered to 5,435 junior and high school students. The incidence of drug and alcohol use was compared to national averages. Use levels of drugs in the rural Northwest were generally below national averages. Alcohol was reported to be the most used drug, with only 17.3% of high school seniors surveyed reporting that they never used alcohol. Although 83% of the respondents reported never using marijuana, 3% said they used marijuana daily. Although marijuana, tobacco, and hard drug use appeared to be lower than national averages, alcohol use was similar to the national average, with 82.7% of seniors reporting having tried alcohol. Hopefully, the data will be of use for particular districts and communities as they develop specific alcohol and drug education curricula. (ABL)

ED 309 353 CG 021 814

Mayton, Daniel M.
Risk Factors for Substance Abuse for Rural Adolescents.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 27 Apr 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (69th, Reno, NV, April 26-30, 1989). For related documents, see CG 021 811-815.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Drug Abuse; *High Risk Students; *Predictor Variables; Rural Urban Differences; *Rural Youth; Secondary Education; Secondary School Students; *Substance Abuse
IDENTIFIERS- *Risk Factors; United States (Northwest)

Numerous reviews and studies have documented high levels of substance use and abuse in the United States when compared to other developed nations. Previous research has identified several factors which place adolescents at risk for substance abuse. This study was designed to replicate and validate some of these risk factors with youth from rural communities. Participants (N=5,435) were students in grades 7-12 from 31 schools in north central Idaho. Information was collected through use of a questionnaire which assessed demographic information, attitudes towards drugs and their usage, perception of community use levels, basic knowledge about drugs, and nine other selected risk factors. These risk factors included alcohol use at an early age, low educational achievement, low religious commitment, perceived levels of adult and peer drug use, perceived parental and peer approval of drug use, limited educational plans, and reported school attendance. The nine risk factors were found to be significantly related to drug use for the adolescents. Parental failure to communicate strong disapproval of drug usage had the strongest relationship with reported levels of drug usage, closely followed by peer approval as a predictor. As the number of risk factors adolescents possesses increased, they were more likely to report drug use. One potential way for communities to deal with adolescent drug abuse is to reduce the number of risk factors present in their youth. (ABL)

ED 309 354 CG 021 815

Mayton, Daniel M.

Alcohol Abstainers, Experimenters, Regular and Heavy Users: Value Differences among Rural Adolescents.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Apr 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Western Psychological Association (69th, Reno, NV, April 26-30, 1989). For related documents, see CG 021 811-814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Differences; *Drinking; *Predictor Variables; *Rural Youth; Secondary Education; Secondary School Students; *Student Attitudes; *Values
IDENTIFIERS- *Abstinence; United States (Northwest)

Values are a central concept in understanding and predicting human behavior. Value priority differences have been shown to predict important political, social, and economic attitudes and behaviors. The purpose of this study was to identify differences and similarities among the value hierarchies of adolescents who have never tried alcohol, adolescents who tried alcohol a few times, adolescents who used alcohol regularly, and adolescents who were heavy users of alcohol. A large written questionnaire was administered to a sample of 5,435 adolescents from grades 6-12 in the rural inland northwest. The questionnaire assessed reported alcohol usage, selected demographic information, plus terminal and instrumental values with the Rokeach Value Survey. Numerous statistically significant differences were found in the value hierarchies of adolescents who reported using different levels of alcohol. The priority placed on 15 of 18 terminal values and 11 of 18 instrumental values were statistically significant in differentiating the four groups of adolescents. The results of this study clearly outlined strong value differences among adolescents who abstain from alcohol, those who have experimented, those who are regular users, and those who are heavy users. The more adolescents reported using alcohol the more emphasis they placed on self-centered or personally oriented terminal values and the more emphasis they placed on self-actualizing or competence instrumental values. (Author/ABL)

ED 309 355 CG 021 816

Andrews, Judy; And Others

Stable and Unstable Characteristics of Substance Use among Adolescents.

PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (10th, San Francisco, CA, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Longitudinal Studies; Parent Attitudes; *Predictor Variables; Secondary Education; Student Attitudes; *Substance Abuse

Cross-sectional studies have revealed many psychosocial correlates of adolescent substance use, including familial, environmental, and personality variables. In this prospective study, correlates of substance use were classified as concomitants or unstable if they covaried with substance use across time, increasing (or decreasing) when substance use was initiated, and decreasing (or increasing) when the individual quit using the substance. Variables were classified as stable if they did not covary with substance use across time. Variables were further classified as risk factors (predictive of initiation), protective factors (predictive of quitting) and/or consequences of past substance use. Data were collected from adolescents (N=651) aged 11 to 15 and their parents who completed questionnaires in two annual assessments. Parents' attitudes and adolescents perceptions of parents' attitudes were stable characteristics. In contrast, adolescents' attitudes and beliefs were classified as concomitants, changing as substance abuse changed. Parents' rules and adolescents' perceptions of these rules were classified as stable characteristics. (ABL)

ED 309 356 CG 021 818

Burwash, Susan C.; Vellacott, John W.

Career Counselling Issues with Psychiatrically Disabled Clients.

PUB DATE- Jan 89

NOTE- 17p.; Paper presented at the Annual Meeting of the National Consultation on Vocation Counselling (15th, Ottawa, Canada, January 24-26, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Counseling; Client Characteristics (Human Services); *Counseling Techniques; Counselor Training; Foreign Countries; Individual Needs; *Mental Disorders

IDENTIFIERS- Canada

The continuing trend towards the deinstitutionalization of the psychiatrically disabled population and the treatment of this population from an outpatient or community-based perspective has led to increasing numbers of psychiatrically disabled individuals seeking services in the community. This situation, combined with the growing acknowledgement by mental health and rehabilitation professionals of the importance of vocational or career counseling, makes it inevitable that agencies engaged in vocational counseling will be seeing increasing numbers of these clients. As these clients present symptoms and concerns which are outside of the usual range of expertise of many vocational counselors, difficulties can be anticipated unless the counseling service and the individual counselors are prepared to deal with this particular population. If the counseling experience is to be beneficial to both counselor and client, then it is essential that the vocational or career counselor be knowledgeable about the issues and difficulties that face the psychiatrically disabled client. There are no hard and fast rules applying to the psychiatrically disabled client. The critical factor remains the willingness of counselor and client to believe that psychiatrically disabled individuals can and should develop the skills to move beyond mere job seeking to participate in more global career planning activities. (Author/ABL)

ED 309 357   CG 021 819

Pollock, Charles R.
Student Retention Databases: An Important Element in Enrollment Management.
PUB DATE- Mar 89
NOTE- 44p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (71st, Denver, CO, March 16-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computers; Data Analysis; *Databases; Data Collection; *Higher Education; *School Holding Power; Student Characteristics

Many higher education institutions are focusing on their admissions operations. They are attempting to ensure a steady stream of enrolling students, and/or attempting to ensure the quality or composition of their entering classes. However, many colleges have not developed a comprehensive method of tracking student cohorts, measuring retention, and studying the effects of intervention strategies. Western New England College has developed a computer system for tracking and studying retention. In addition to providing the typical retention and graduation rates, the system can do such things as provide information on changes in majors, provide statistical analyses, and track multiple reasons for withdrawing. A computerized system allows the institution to monitor students' academic performances and the reasons for attrition, and to compare differences among subgroups and between different cohorts. Without building a comprehensive database and analyzing the data, important information can be overlooked, information which can help the institution select the proper actions to take. Databases can be simple or very extensive, but they are extremely valuable in helping personnel understand, plan, and take appropriate actions. (ABL)

ED 309 358 CG 021 820

Gurman, Ernest B.

Barriers to Occupational Achievement.

PUB DATE- Mar 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (35th, Washington, DC, March 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; College Students; Employment; Employment Opportunities; Females; *Goal Orientation; Higher Education; *Occupational Aspiration; *Self Concept; *Sex Differences; *Underachievement

The under-representation of women in prestigious occupations and the lower average pay women earn has been of concern for many years. This study investigated two alternative explanations for this under-representation of females in prestigious and higher paying occupations. The first explanation was external barriers such as discrimination, and the second was internal barriers such as attitudes and expectations of the women themselves. The subjects were 216 female and 149 male undergraduates enrolled in an introductory core course in a large southeastern university. Subjects were asked to indicate their career goal, reasons for their choice, expected income, probability of achieving goal, perceived opportunities in their chosen fields, degree of satisfaction with their major, and relevant personal data. Significant differences were identified between the ultimate career goals, the reasons for their choices of careers, the perceived job opportunities, and the rewards male and female subjects expected from their careers. These findings lend support to the idea that women, disproportionately represented in higher paying occupations, are significantly restricted by internal barriers. (Author/ABL)

ED 309 359 CG 021 822

Gosselin, Robert R.
Child Abuse: A Review of Family Characteristics and Treatment Interventions for Abusive Parents.
PUB DATE- Jul 89
NOTE- 84p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Child Abuse; *Family Counseling; Family Environment; *Family Problems; *Family Violence; Group Therapy; *Intervention; Parent Child Relationship; Parent Education; Psychoeducational Methods; Social Influences

This report reviews studies investigating both the characteristics of abusive families and the efficacy of treatment interventions for abusive parents. The investigation emphasizes variables such as the individual characteristics of the parent, individual characteristics of the child, and family patterns that are related to child abuse. Particular attention is given to Patterson's theory of coercive family processes and its usefulness in understanding the nature and functioning of abusive families. The report presents results of a review of the empirical literataure as revealing three main approaches to the treatment of abusive parents: social learning, ecological, and supportive/discussion group. The study discusses the efficacy of the social learning interventions as being the most strongly supported. The study notes that ecological treatment programs have not undergone evaluation as thoroughly as the social learning interventions, but the limited research available indicates that this approach holds some promise. In contrast, the research presents evidence which indicates

that the supportive/discussion group approach is not effective as a primary intervention for abusive parents. (Author/TE)

ED 309 360 CG 021 824

Fanshawe, John P.

An Investigation of the Importance of Stress as a Factor in the Academic Performance of Australian Adolescents. Report to the Council of the Brisbane College of Advanced Education, Following a Professional Experience Program during Semester 1, 1988.

SPONS. AGENCY- Brisban Coll. of Advanced Education (Australia).
PUB DATE- 27 Apr 89
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Coping; *Educational Environment; Elementary Secondary Education; Foreign Countries; Problem Solving; *Psychological Patterns; Questionnaires; *Stress Management; *Stress Variables; Student Attitudes; Student Characteristics
IDENTIFIERS- *Australia (Brisbane)

The research described in this report, part of a professional experience program funded by Brisbane (Australia) College of Advanced Education, was undertaken to investigate the incidence and causes of high stress levels among secondary students in Queensland, and to recommend ways of helping these students reduce stress or cope with it more effectively. The study originates from an analysis of 1,664 questionnaires distributed to students from seven secondary schools. After an introductory overview of the background, implementation, results, and professional outcomes of the study, chapter 2 provides a detailed review of the literature on stress, including an analysis of some of the more widely acclaimed theories of stress. Chapter 3 describes data collection methods, involving the use of four questionnaires: the Australian Adolescent Problems Inventory (AAPI); the Adolescent Coping Inventory (ACI); a General Health Questionnaire (GHQ-12); and a Biographical Information Checklist (BI). Chapter 4 desribes data analysis procedures, while chapter 5 tabulates results. Chapter 6 presents a discussion of the findings, as these relate to strategies for reducing environmental stressors among Australian adolescents and for helping them to cope with stress more effectively. The concluding chapter presents a set of 19 specific recommendations for educational decision makers. The study includes instrumentation along with instructions given to participating teachers and data analyses employed. (TE)

ED 309 361 CG 021 825

Ketchel, Judy A.; Bieger, George R.

The Efficacy of a Psychosocially Based Drug Prevention Program for Young Adolescents.

Indiana Univ. of Pennsylvania. Graduate School.
PUB DATE- 26 Apr 89
NOTE- 35p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Curriculum Evaluation; *Drug Abuse; Grade 6; Intermediate Grades; Junior High Schools; Locus of Control; *Preadolescents; *Prevention; *Program Effectiveness; Self Concept Measures; Self Esteem

"Skills for Adolescence" is a drug prevention program designed specifically for young adolescents (ages 10 to 14) which features a course for grades 6-8 that can be offered in conjunction with classes in language arts, social studies, health, and related content areas, providing opportunities for students to use the skills of reading, writing, analyzing, and organizing ideas, thinking critically, and communicating with others as they relate to the course topics. This study compared 44 sixth grade students enrolled in this program with a control group of 40 students in a conventional curriculum to assess the positive effects of the "Skills for Adolescence" program on students' self-confidence, general social skills, self-esteem, locus of control, and decision making or problem solving abilities. The study employed nine instruments to test these qualities in both experimental and control groups, before and after the program. Results, based on analyses of covariance and other statistical methods, indicated that the "Skills for Adolescence" program accomplished three of its four evaluated goals: increasing self-confidence, increasing the coping skills of participants, and increasing the number of respondents who exhibited an internal locus of control. The decision-making intervention was the only goal that failed to produce a statistically significant difference. (TE)

ED 309 362 CG 021 826

Omar, Adnan S.; Bond, Charles F., Jr.

The Next-In-Line Effect and Social Anxiety.

PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; College Students; Higher Education; *Memorization; *Performance Factors; Psychological Testing; Situational Tests; *Stress Variables; *Test Anxiety; *Time

Previous research has found that people are often so anxious about performing in public that they cannot recall what happened when they were next-in-line to perform. In the current research, 96 general psychology students at Texas Christian University, in four experimental groups of 24 subjects each, took turns reading words aloud. Later, they tried to recall the words, and then completed a social anxiety scale. Results showed that high- anxiety subjects could not recall the words read when they were next-in-line to perform, while low-anxiety subjects could. These results suggest that pre-performance anxiety impedes the encoding of on-going events. (Author/TE)

ED 309 363 CG 021 827

Johnston, Lloyd D.
Policy Issues and the Drug Abuse Problem in America: Overview, Critique, and Recommendations.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- Aug 86
NOTE- 28p.; A paper commissioned by the Kaiser Family Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Drug Abuse; *Drug Education; Federal Regulation; Health Promotion; *Intervention; Policy Formation; *Prevention; Psychoeducational Methods; Social Change; Student Attitudes; Student Behavior; Student Subcultures; *Substance Abuse

The so-called "drug abuse problem" in America is really a constellation of separate but related problems; since a variety of drugs are illicitly used, and drug abuse leads to many derivative problems, both within and outside the United States. This monograph begins by assessing the current state of the drug abuse problem in America, and analyzing specific policy issues in relation to the ongoing government efforts to reduce the supply and demand for drugs.

After an overview and critique of current approaches to both supply reduction and demand reduction. The study recommends a series of policy initiatives. Demand reduction initiatives include: (1) developing knowledge for more and better prevention techniques; (2) educating people in key roles to deal with drug abuse; and (3) using the influence of the mass media. Supply reduction initiatives include conducting epidemiological studies in trans-shipment and supplier countries and increasing public awareness and prevention programs in these countries. (TE)

ED 309 364 CG 021 829

Johnston, Lloyd D.; And Others
Lifestyle Orientations in Late Adolescence and Patterns of Substance Abuse.
PUB DATE- 1 Oct 87
NOTE- 20p.; Paper presented at the Annual Scientific Symposia of the American College of Epidemiology (6th, New Orleans, LA, October 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Drug Abuse; *Drug Use; High Schools; High School Seniors; *Life Style; National Surveys; Religious Factors; School Orientation; Sociocultural Patterns; Student Alienation; *Student Behavior; *Student Characteristics; Student Subcultures; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Monitoring the Future

This paper presents selected research findings from Monitoring the Future, an annual series of national surveys focusing on lifestyles and drug use among representative samples of American high school seniors that has been conducted every year since 1975. The presentation focuses on two issues: aspects of lifestyle currently associated with drug use, and changes in lifestyle orientations over the past decade which help to explain some of the observed shifts in the prevalence of drug use. After an introductory discussion of the research design for Monitoring the Future, the paper presents and discusses a series of demographic tables that show cross-sectional relationships between several forms of drug use and the following characteristics: (1) deviance; (2) propensity for risk taking; (3) religious commitment; (4) attachment to school; (5) time spent out of the home; (6) healthy lifestyle orientation; and (7) counter culture orientation. The last table is a measure of the cumulative variance explained by lifestyle factors.

These results suggest that several forms of licit and illicit drug use are related to a wide array of different lifestyle characteristics. (TE)

ED 309 365 CG 021 831

Bachman, Jerald G.
Changes in Deviant Behavior during Late Adolescence and Early Adulthood.
PUB DATE- Jul 87
NOTE- 34p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Antisocial Behavior; Behavior Problems; *Delinquency; *Drug Abuse; *Drug Use; High Schools; High School Seniors; Longitudinal Studies; National Surveys; Student Behavior; *Substance Abuse; Trend Analysis; Young Adults
IDENTIFIERS- *Monitoring the Future

This summary presents findings from the Monitoring the Future project, which involves repeated cross-sectional surveys as well as panel studies of youth throughout the United States. The data showed both changes and continuities in drug use and other deviant behaviors. Discussion of the findings focuses on five broad themes: (1) consistencies across time in correlates of deviant behavior; (2) different secular trends in deviant behavior; (3) stability in individual patterns of drug use; (4) changes linked to marital status and living arrangements; and (5) additional age-linked changes in deviant behaviors. The study discusses the implications of these findings in the concluding section, which suggests that any comprehensive effort to explain the totality of deviance in adolescence and young adulthood will have to account for both general factors and those which are specific to particular deviant behaviors. References are included, along with a set of statistical charts that show relevant longitudinal findings from the study. (TE)

ED 309 366 CG 021 832

Bachman, Jerald G.; Johnston, Lloyd D.
Drug Use in America: Different Kinds of Change, Different Causes.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- 9 Nov 87
NOTE- 48p.; Paper presented at the University Senior Research Scientist Lecture (Ann Arbor, MI, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Abuse; *Drug Use; High Schools; Longitudinal Studies; National Surveys; *Student Attitudes; Student Behavior; *Student Characteristics; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Monitoring the Future

This document consists of a joint lecture/discussion co-delivered as the 1987 University Senior Research Scientist Lecture at the University of Michigan's Institute for Social Research. The opening remarks by Jerald G. Bachman describe how the program of research into drug use among youth and young adults evolved at the Institute for Social Research, and how the program developed its annual surveys of lifestyles and values of youth. Thereafter, Lloyd D. Johnston describes current research designs and procedures for the Monitoring the Future project, an annual survey of a representative sample of high school seniors, together with follow-up surveys of a subset of these students up to age 22 noting that the survey covers a wide range of topics and has taken place every year since 1975. He then presents a selection of findings relating to changes in the use of four specific drugs: marijuana, cocaine, cigarettes, and alcohol. Bachman follows with a discussion of patterns of change and stability in post-high school drug use. In particular, he discusses how changes in drug use relate to the new roles and responsibilities of young people after they leave high school. The final part of his talk focuses on how changes in marijuana use are linked to changing perceptions among young people of the risk involved in using it. The presentation includes 30 visual displays, some showing statistical data and trend analysis graphs. (TE)

ED 309 367   CG 021 833

Bachman, Jerald G.
Friends May Disapprove of Drug Use, but Not as Much as Parents Do: Another Lesson in Questionnaire Context Effects.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Public Opinion Research (Hershey, PA, May, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Numerical/Quantitative Data (110)
DESCRIPTORS- Attitude Measures; *Context Clues; Drug Use; High Schools; High School Students; *Questionnaires; *Research Design; *Research Methodology; *Research Problems; Research Projects; Student Attitudes; *Surveys
IDENTIFIERS- *Monitoring the Future

This presentation is an informal discussion of a questionnaire context effect which led to an erroneous conclusion in analysis of data from the Monitoring the Future project; an annual survey of high school seniors that has occurred since 1975, and that focuses heavily on their drug use and attitudes about drugs. In 1980, the researchers reported distinct shifts in peer norms about the regular use of cigarettes, alcohol, or marijuana. Anomalous trends in subsequent years, however, revealed that this shift was due primarily to the placement of the questions about friends' disapproval immediately after the questions about parents' disapproval. A revised format, omitting the parent questions, revealed that the supposed shift in peer norms about drug use was a contextual effect of the placement of peer approval questions after parent approval questions. The paper concludes with speculations about how the context effect can influence or distort correlation findings. The presentation includes references along with seven visual displays of data. (TE)

ED 309 368 CG 021 834

Diamond, Gregory; Bachman, Jerald G.
Nuclear Despair and Nuclear Concern among U.S. High School Seniors and Recent Graduates.
PUB DATE- Jul 87
NOTE- 16p.; Paper presented at the Annual Conference of the International Society of Political Psychology (10th, San Francisco, CA, July 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Depression (Psychology); Helplessness; High School Graduates; High Schools; High School Seniors; *Nuclear Warfare; Political Attitudes; Political Issues; Social Values; Student Adjustment; Student Alienation; *Student Attitudes; *Student Characteristics
IDENTIFIERS- *Monitoring the Future

This paper summarizes an investigation of a specific set of findings from the Monitoring the Future project, an annual survey of the attitudes and values of high school seniors that has occurred since 1975. The findings investigated relate to indicators of anxiety among these students about the threat of nuclear war. The study developed two distinct constructs from combined items on the survey: nuclear concern and nuclear despair. Surprisingly, a very low correlation emerged between these two constructs. Nuclear concern correlated significantly with interest in government, political efficacy, concern about other social issues, opposition to unilateral disarmament and others; whereas nuclear despair correlated with low self-esteem, political alienation, acting out, and various indicators of poor mental health. The overall findings, discussed in detail, suggest that the construct of "nuclear anxiety," which does not clearly distinguish between concern and despair, is too complex and multivariate to furnish reliable political and mental health implications. However, the implications of the distinction between nuclear concern and despair are very important, both politically and psychologically. Three visual displays are included. (TE)

ED 309 369 CG 021 835

Bachman, Jerald G.; And Others

Some Recent Trends in the Aspirations, Concerns, and Behaviors of American Young People.

PUB DATE- 18 May 85

NOTE- 19p.; Paper presented at the Annual Conference of the American Association for Public Opinion Research (40th, May 18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)

DESCRIPTORS- Drug Abuse; High Schools; *High School Seniors; Marijuana; *National Surveys; Nuclear Warfare; Student Alienation; *Student Attitudes; Student Behavior; *Student Characteristics

IDENTIFIERS- *Monitoring the Future

Based on large-scale surveys of high school seniors in the classes of 1975 through 1984, this paper presents findings which have a bearing on the quality of life of young people. Most seniors planned and hoped for marriage, children, and material well-being; however, the last few graduating classes showed increased concern about attaining those goals, and thus placed growing emphasis on job security, status, and income. At a global level, concerns about the threat of nuclear war have increased substantially from the mid-1970s to the early 1980s; the predominant view among young people appears to be that world conditions will not improve during the next few years. Analyses of drug use showed growing use of marijuana from 1975 through 1979, followed by a decline during the past few years. The decline accompanied increasing proportions of respondents reporting the belief that regular use of marijuana carries great risks of harm. (Author/TE)

ED 309 370 CG 021 836

Diamond, Gregory; Bachman, Jerald G.

High School Seniors' Styles of Coping with the Nuclear Threat, 1975-1984: Reconciling Theories, Taxonomies, and Empirical Trends.

PUB DATE- 23 Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Coping; *Desensitization; High Schools; High School Seniors; Longitudinal Studies; National Surveys; *Nuclear Warfare; Policy Formation; *Political Attitudes; Political Issues; Social Problems; *Student Attitudes
IDENTIFIERS- *Monitoring the Future

As awareness of the threat of nuclear war has increased over the past decade (1975-1984), young people have learned to cope with the possibility of unimaginable catastrophe. This paper accordingly begins by reviewing literature on how people cope with the threat of nuclear war, in order to reconcile general theories of coping with nuclear anxiety with taxonomies of reactions to the nuclear threat. The study examines both theories and taxonomies in light of time series data collected by the Monitoring the Future project that relates to coping patterns, in order to address the question of whether the "success" Americans have had in coping with the nuclear threat has rendered them incapable of resolving the problem creatively or decisively. Time series analyses indicated that, rather than becoming fatalistic about the threat of nuclear war, young people tended to retreat to the position that the threat of nuclear war was not an imminent problem. Combining these ideas with a summary taxonomy of reactions to nuclear threat provides ideas about what aspects of people's attitudes must change if current nuclear policies are going to change. The paper concludes that arguments concentrating on the potential imminence of nuclear war, rather than the magnitude of its expected devastation, might have greater influence on public attitudes. (TE)

ED 309 371 CG 021 837

Johnston, Lloyd D.; And Others
The Second Worldwide Survey of Drug and Alcohol Use among Students in the Department of Defense Dependents School System, 1982-1987.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- Dependents Schools (DOD), Washington, D.C.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Dec 87
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Drug Abuse; *Drug Use; High School Seniors; Peer Influence; *Sociocultural Patterns; *Student Attitudes; *Student Behavior; Student Subcultures; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Dependents Schools; Monitoring the Future

In the spring of 1987, a survey was conducted of 2,700 seniors in 37 overseas schools of the Department of Defense Dependents Schools (DoDDS) system, replicating an earlier 1982 survey. Both matched a parallel series of domestic national surveys in the ongoing Monitoring the Future study. This report presents the findings on the prevalence of drug use and related factors among both DoDDS and stateside seniors in 1987, and also compares trends between 1982 and 1987 for both populations. After an introductory overview of key findings, the study presents the survey outcomes with respect to the following: (1) prevalence of drug use over all and among important subgroups; (2) trends in drug use among high school seniors, both DoDDS and stateside; (3) drug use at earlier grade levels; (4) degree and duration of highs; (5) attitudes and beliefs about drugs, including perceived harmfulness and personal disapproval of drug use; and (6) the social milieu, including current perceptions of friends' attitudes, exposure to drug use by friends and others, implications for validity of self-reported usage questions, perceived availability of drugs, and perceived risks of apprehension and punishment for drug use. The survey includes estimates of sampling variance and trends in willingness to be honest about drug use. (TE)

ED 309 372 CG 021 838

McNeill, Sheila F.; Kimmel, Ellen B.
Effects of Extrinsic Incentives on Problem Solving: Motivation, Performance and Recall.
PUB DATE- Aug 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Cognitive Tests; Higher Education; *Incentives; Information Processing; Microcomputers; *Motivation; Motivation Techniques; Performance; *Problem Solving; Rewards; Self Reward; Undergraduate Students

This study was undertaken to examine what would happen if individuals who are intrinsically motivated to perform a cognitive problem-solving task were offered a contingent extrinsic monetary incentive for doing so. Sixty male and 60 female undergraduates at the University of South Florida used microcomputers to complete a cognitive task requiring the storage of information that was later spontaneously transferred and applied to solve problems. Subjects received 10 related and 5 dummy clue statements and then were asked to provide plausible explanations for seemingly implausible events. Subjects were randomly assigned to one of 12 groups based on incentive, gender, and interest level. Four groups received the offer of money prior to the clues, four groups received the offer of money after the clues but before the problems, and four groups received no offer of money. The results indicated that the offer of money for problem solving appeared to dramatically decrease intrinsic motivation and detrimentally affect performance. The findings also suggest that incentives may have interfered in the cognitive storage and retrieval of information. (TE)

ED 309 373 CG 021 839

New Jersey Grant Program To Reduce Student Disruption in Schools: Award Recipients.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- Apr 86
AVAILABLE FROM- New Jersey State Department of Education, 225 West State Street, CN 500, Trenton, NJ 08625.

NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Antisocial Behavior; Behavior Change; Behavior Problems; *Counseling Services; *Delinquency; *Delinquent Rehabilitation; *Grants; Guidance Centers; *Program Proposals; Secondary Education; State Aid
IDENTIFIERS- *New Jersey; Project ACCENT; Project ACE; Project MAP; Project Second Chance; Project Self Worth

New Jersey's $1 million Grant Program to Reduce Student Disruption in Schools is intended to provide resources to individual school districts or groups of cooperating districts for developing and implementing programs for chronically disruptive students, and thereby to identify models to make available to other districts throughout the state. Out of 31 applications, six proposals were selected for funding in this 2-year grant program. This document provides program abstracts for each of the six funded proposals: (1) Project ACCENT (Atlantic County Cooperative Education "N" Training); (2) Project ACE (Alternative Center for Education--Rahway); (3) Project EXCEL (Expectation, Commitment, Esteem and Learning--Belvidere, Hackettstown, North Warren Regional, Phillipsburg, and Warren Hills Regional High); (4) Project MAP (Montclair Alternative Program); (5) Project Second Chance (Bayonne); and (6) Project Self-Worth (Middlesex County Vocational and Technical High School). Each abstract lists participating districts, county, project director, grade levels, program site, program strategy, student identification method, and student exit criteria and procedures. (TE)

ED 309 374 CG 021 840

Girvan, James T.; Harris, Frances

Idaho Senior Center Activities, Activity Participation Level, and Managers' Perceptions of Activity Success.

PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Alzheimers Disease; *Community Centers; *Community Programs; Food Service; Health Programs; Health Services; Library Services; Nutrition; *Older Adults; Recreational Programs

A survey completed by managers of 77 senior centers in Idaho revealed that meals, blood pressure screening, and games and trips were the most successful activities offered. Alzheimer's support groups, library books for loan, and exercise classes were the least successful. Possible reasons for the success or failure of these activities were explored, and three general implications were drawn: (1) senior citizens like to have fun and socialize without having to bother with preparations; (2) activities offered need to reflect a wide variety of options to elicit large participation and success levels; and (3) senior citizen activities should reflect the needs of each community. References are included. (TE)

ED 309 375 CG 021 841

James, William H.
A Descriptive Analysis of Culturally Relevant Community Support Program Case Managers Serving Chronically Mentally Ill Black Clients.
PUB DATE- Jul 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Black Attitudes; Black Community; *Client Characteristics (Human Services); *Counselor Characteristics; Institutional Personnel; Mental Disorders; *Mental Health Clinics; *Personnel Data; *Psychiatric Services; *Psychologists

This study examined five case managers, three males and two females, who were providing services to chronically mentally ill persons at a community-based mental health center serving primarily black clients. Data on the case managers' demographic characteristics, education, job training, job history, job activities, and cultural background were generated from a 20-item self-administered instrument developed by a state-funded ethnic research institute. The case managers were black, with an average age of 42 years. They were highly educated and experienced; three had graduate degrees, while the other two had associate and undergraduate degrees, and one had a substance abuse counselor certificate. The case managers averaged 17 years of experience in mental health counseling, and all had in-service or continuing education training. One of the case managers was providing services to chronically mentally ill offenders, and all had been working at their present location for an average of 5.5 years. An important issue emerging from this analysis is the need for future research on the relationships between education, experience, and the delivery of culturally relevant services. (Author/TE)

ED 309 376 CG 021 842

Faye, Michael
Runaway and Homeless Youth: A Three Phase Differential Response Which Provides Crisis Intervention, Assessment, and Long-Term Programs--Both Residential and Non-Residential--for Adolescent Males and Females 16-21 Years of Age.

PUB DATE- 89
NOTE- 69p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Community Programs; *Crisis Intervention; Foreign Countries; Homeless People; *Psychiatric Services; *Runaways; *Social Services; Social Support Groups; Social Workers; Youth Problems
IDENTIFIERS- Ontario

A practicum at a crisis intervention center in the middle of a large Canadian city in Ontario was designed to offer crisis intervention, shelter, and non-residential support for runaway and homeless youth, ages 16 to 21, who lived on the streets or in emergency shelters. The practicum provided an opportunity for program staff to develop a three-phase differential response which would offer a choice of support programs for the client. Three multidiscipline workgroups were assembled, and their respective tasks were to develop one of the three phases: crisis intervention, assessment, or long-term care. The activities of the workgroups were monitored with support from a senior management group composed of a social work consultant, a consultant psychiatrist, the executive director, and the director of clinical resources. The workgroups developed program descriptions for the three phases based on a research-based conceptual framework and feedback from clients, from agency staff, and from other youth-serving agencies. These program descriptions provided the groundwork for further development and follow-up activity. (References are included, and questions presented to social service agencies, to youthful clients, and to staff are appended, along with in-depth descriptions of each phase of the program.) (Author/TE)

ED 309 377 CG 021 843

Brown, Kathie

Implementation of a Learning Program To Train Adolescent Mothers To Live Independently.

PUB DATE- 89
NOTE- 38p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Community Programs; Community Services; *Daily Living Skills; *Early Parenthood; *Independent Living; *Mothers; One Parent Family; Skill Development; *Youth Programs

Because of a lack of training, most adolescent mothers are not prepared to live independently. Accordingly, a learning program was designed to improve training for adolescent mothers to better prepare them for living independently. The learning program, implemented in 10 weeks, consisted of eight training sessions geared to the areas of basic life skills, such as obtaining services, money management, employment, transportation, housing, meal preparation, home maintenance, and leisure time activities. Each session focused on specific goals and was conducted by professionals within the community. The participants completed a pretest/posttest and a pre/post-survey evaluating their perceptions of their skills. The pre/post-survey was also completed by the case manager of the young mothers. The mothers exhibited improved lifeskills as evidenced by their scores on the pretests/posttests and also appeared to have improved their self-images and how others perceived their lifeskills through their participation in the program. (Author/TE)

ED 309 378 CG 021 844

Hall, Lynne A.
Prevalence and Correlates of Depressive Symptoms in Mothers of Young Children.
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Black Mothers; Demography; *Depression (Psychology); High Risk Persons; *Mothers; One Parent Family; *Stress Variables; Young Children
IDENTIFIERS- Center for Epidemologic Studies Depression Scale; Everyday Stressors Index

Mothers of young children are at risk for depressive symptoms due to their gender and status as parents of young children. Accordingly, this study undertook to assess the prevalence of depressive symptoms in a sample of 196 mothers of 5- and 6-year-old children; to identify sociodemographic correlates of depressive symptoms among these women; and to determine if chronic stress is associated with depressive symptoms independent of other risk factors. In-home interviews were conducted with the participants using the Center for Epidemologic Studies--Depression Scale (CES-D) and the Everyday Stressors Index (ESI). High depressive symptoms were reported by 49 percent of the mothers. Depressive symptoms were highest among mothers who had never married, had less than a high school education, were under 25 years of age, were black, and had a low income. The ESI was a strong predictor of high depressive symptoms, controlling sociodemographic characteristics. Results suggest the importance of chronic, daily stressors as correlates of depressive symptoms in mothers of young children and also point to the need for multivariate models when examining predictors of depressive symptoms. Six pages of references are included. (Author/TE)

ED 309 379 CG 021 845

Severson, Herb; And Others
Adolescent Risk Perception: A View of Risk Taking Behavior By Teens.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (10th, San Francisco, CA, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Attitude Measures; *High Risk Students; High Schools; High School Students; *Psychometrics; *Risk; *Student Attitudes; Student Behavior

This study employed a psychometric paradigm to explore how young people think about risk. Forty-one high school students were asked to rate 30 activities on 14 characteristics such as personal risk, perceived control over the risk, peer influence, etc. The study also included a questionnaire on actual participation in each of the 30 activities. Furthermore, 28 selected items from Zuckerman's sensation seeking scale were included to determine a possible correlation between sensation seeking, perceived risk, and actual participation. Findings showed that those adolescents who engaged in a risky activity had very different perceptions on a wide variety of risk characteristics from those who did not. Also, those individuals who engaged in destructive behavior obtained higher scores on Zuckerman's sensation seeking scale. Implications for theory and future research are discussed. Four tables and three figures are included. (Author)

ED 309 380 CG 021 846

Kaye, Lenard W.

The Future of Community-Based Services for the Old-Old: Technological and Ethical Challenges.

PUB DATE- Mar 89
NOTE- 19p.; An earlier version of this paper was presented at the Annual Meeting of the American Society on Aging (35th, Washington, DC, March 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Responsibility; Community Role; Community Services; Family Caregivers; *Frail Elderly; *Health Needs; Needs Assessment; *Older Adults; *Old Old Adults; *Population Growth; Population Trends; Residential Care; Technological Advancement

This paper reviews current demographic and programmatic trends with respect to the frail elderly. These trends include the projected growth in population of those 65 and older between now and 2030; the rapidly improving economic status of the older adult population and its effect on views of what the elderly's share of public money should be; the increasing diversity, fragmentation, and complexity of the gerontological services network and its effect on this cohort; the needs of growing numbers of third and fourth generation families that are unable to care for the needs of their 85-and-older relatives; and the questionable quality, inadequate funding, and resulting stigma attached to many existing community services. It is noted that community workers are also challenged by recent technological advances in community-based treatment, such as the wide range of in-home advanced medical and communication technologies now available to the elderly. In light of these trends, the paper addresses questions of staffing, training, and organizational design for services and makes suggestions concerning the future design of community-based care for the oldest old. References are included. (TE)

Cochran, Samuel W.; And Others
Age and Gender as Relocation Stress Variables of the Elderly.

PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Age Differences; Frail Elderly; *Older Adults; *Personal Care Homes; *Relocation; Sex Differences; Stress Management; *Stress Variables

A questionnaire to identify the time to adjust, sources of stress, and importance of services was completed by 241 residents (68 percent), median age 70 years, of a continuing care retirement community (CCRC). The answers to these questions provided valuable information; however, an equally important finding was the variability of responses associated with age and gender. Most residents (59 percent), reported that they required 30 days or less to adjust to the CCRC, and 12 percent indicated that they required more than 6 months. For women, a positive correlation emerged between the number of frustrations during the move and their adjustment time. Forty-one percent of the CCRC residents indicated that the greatest stressor relating to the move was "preparing for the move," with younger women and older men reporting the greatest stress. Age of the resident was positively correlated with importance of the dining room and maid service, and negatively correlated with the value of the chapel. Both library and chapel were more important to women than to men. (Author/TE)

Jenner, Stephen M.
The Effects of Leadership Succession and Predecessor Reassignment on Group Performance and Satisfaction.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Group Dynamics; *Group Experience; *Interaction Process Analysis; *Leadership; Leadership Styles; *Management Games; Role Conflict; Role Playing; Simulation

This study investigated the effects on group performance of both the promotion origin of new leaders (from within the group or brought in from the outside) and the reassignment of the former leader (either remaining with or leaving the group). Using the National Aeronautics and Space Administration (NASA) moon survival exercise, same-sex groups of five or six performed two similar tasks under the guidance of different leaders. At the completion, each subject completed a questionnaire evaluating group dynamics and leadership effectiveness. Prior to starting the second task, a new leader was assigned to direct the group, while the former leader either remained or left the group. Afterwards, subjects completed an identical questionnaire. The results indicated that the groups which had the new leader promoted from within performed better than the groups with a new leader brought in from outside. When the former leader remained with the group for the second task, the new leader was perceived as more people-oriented than when his predecessor was removed. Practical applications of these findings are discussed. (Author/TE)

ED 309 383   CG 021 849

Meyen, Edward L.

Departments of Counseling Psychology within Schools of Education: Partners in Teacher Education.

PUB DATE- Aug 88

NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counseling; Counseling Techniques; Counseling Theories; *Educational Psychology; Elementary Secondary Education; Higher Education; Instructional Leadership; Interprofessional Relationship; Psychologists; *Psychology; *Schools of Education; *Specialist in Education Degrees; *Teacher Education Curriculum; Teacher Student Relationship

This paper argues for a closer connection between departments of counseling psychology and schools of education, based on the contention that all educators must understand the nature of behavior, the vulnerabilities of students during development, the sources of environmental influences contributing to behavioral effect on school performance, and the importance of timely interventions. Counseling psychology is therefore presented as fundamental to the mission of preparing education professionals to create healthy learning environments. To illustrate the significance of counseling psychology to educational reform, the author briefly describes his experiences designing a new graduate program at the University of Kansas in instructional leadership. This description discloses that many of the most important behavioral themes in instructional leadership relate directly to counseling psychology, suggesting that counseling psychology departments can exert positive influences on training programs for teacher and administrators. (TE)

ED 309 384 CS 009 719

McAllister, Elizabeth
The Gestalt Process Approach and Word Acquisition.
PUB DATE- 89
NOTE- 13p.; Paper presented at Towson State University (Towson, MD, Spring 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Cognitive Development; Decoding (Reading); Grade 1; Phonics; Primary Education; *Reading Instruction; Sight Method; Teaching Methods; Theory Practice Relationship; *Word Recognition
IDENTIFIERS- Gestalt Psychology; Piaget (Jean); Piagetian Stages

To whet the curiosity and interest of teachers who may be frustrated with the reading vocabulary achievement of pupils, an informal study compared Piaget's cognitive development theory, recent brain research, and the reading process, and examined how the theory and research apply to reading instruction. The Gestalt Process Approach to teaching reading encourages the active involvement of the learner, including whole word recognition, word boundary, multi-language activities, instant sight word development and sentence building. Based on this process, two first grade teachers daily used word card study for each child in their classes, regardless of level. Instruction followed a pattern of presentation which included concrete (naming objects), semi-concrete (matching objects to words), semi-abstract (matching words to pictures), and abstract (word cards held up when called). Then, when handed a reader, students could read it. Two other classes followed the basal linear curriculum. Findings indicated support for the Gestalt Process Approach. (Six tables of data are included.) (NH)

ED 309 385 CS 009 726

Coley, Joan Develin; Hoffman, Dianne
Modifying Self-Concept for At Risk Readers.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *High Risk Students; Intermediate Grades; *Journal Writing; Junior High Schools; Middle Schools; Program Descriptions; Reading Achievement; *Remedial Reading; *Self Concept; *Self Evaluation (Individuals)
IDENTIFIERS- *Dialogue Journals

A program was designed to deal explicitly with "learned helplessness" and poor self-concept of six middle school students who were receiving special help in a reading resource room. The students completed an assignment and then reflected in a journal in narrative form on how well they felt they had completed the assignment. Students also completed a self-rating on what kind of thinker each student judged himself or herself to be that week. All students' self-ratings improved with time and a positive dialogue with the teacher was maintained throughout the year. (RS)

ED 309 386 CS 009 727

Weisberg, Renee; Balajthy, Ernest
Effects of Training in Constructing Graphic Organizers on Disabled Readers' Summarization and Recognition of Expository Text Structure.
PUB DATE- Dec 87
NOTE- 29p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Intermediate Grades; *Reading Difficulties; *Reading Improvement; Reading Research; *Text Structure
IDENTIFIERS- Expository Text; *Graphic Organizers; Main Idea; Stanford Achievement Tests; Summarization

A study investigated the effects of training in the use of graphic organizers on the summarization strategies of disabled readers. Subjects, 21 disabled readers (with a mean age of 13 years, 7 months) from a reading clinic, received 5 hours of training in the use of graphic organizers to map expository passages. Instruction included training in text structure macrorules, modeling of the mapping procedure, and individual student practice with feedback on results. Posttest results indicated significant improvement in subjects' ability to identify levels of important ideas in text structure, to identify main idea statements, and to summarize expository text. (Forty references, one table of data, and a sample reading passage and student graphic organizer are attached.) (Author/RS)

ED 309 387 CS 009 731

Manning, Gary, Ed.; Manning, Maryann, Ed.
Whole Language: Beliefs and Practices, K-8. Aspects of Learning Series.
National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1482-0, $15.95).
NOTE- 243p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Anthologies; *Back to Basics; *Educational Trends; Elementary Education; Language Arts; Phonics; *Reading Instruction; Spelling; *Teacher Role; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Whole Language Approach

This 25-chapter anthology includes the ideas of many of the leading authorities on whole language and contains chapters on the meaning of whole language, the skills movement, reading and writing development, and teacher autonomy. Chapters are: "Whole Language: What's New?" (Bess Altwerger and others); "Language Arts Basics: Advocacy vs. Research" (Peter Hasselriis and Dorothy J. Watson); "Examining Instructional Assumptions: The Child as Informant" (Jerome C. Harste and Carolyn L. Burke); "Demonstrations, Engagement and Sensitivity: The Choice between People and Programs" (Frank Smith); "'Burn It at the Casket': Research, Reading Instruction, and Children's Learning of the First R" (Anne M. Bussis); "Early Phonics Instruction: Its Effect on Literacy Development" (Maryann Manning and others); "Reading Comprehension: From Cardboard Keys to Meaningful Text" (Barbara A. Lewis); "When Was 1864? Reading Comprehension--Making It Work" (Maryann Manning and others); "Authentic Language Arts Activities and the Construction of Knowledge" (Maryann Manning and others); "Early Spelling Development: What We Know and What We Do" (Gary Manning and Maryann Manning); "Social Interaction and Invented Spelling" (Constance Kamii and Marie Randazzo); "Kid Watching: An Alternative to Testing" (Yetta M. Goodman); "Literature as the Content of Reading" (Charlotte S. Huck); "Shared Book Experience: Teaching Reading Using Favorite Books" (Don Holdaway); "One-On-One Reading" (Roberta Long and others); "Fifth Graders Respond to a Changed Reading Program" (Cora Lee Five); "All Children Can Write" (Donald H. Graves); "Is That Writing--Or Are Those Marks Just a Figment of Your Curriculum?" (Carole Edelsky and Karen Smith); "Write? Isn't This Reading Class?" (Marie Dionisio); "Dialogue Journals: A Tool for ESL Teaching" (David L. Wallace); "The Author's Chair" (Don Graves and Jane Hansen); "Beyond Basal Readers: Taking Charge of Your Own Teaching" (Kenneth S. Goodman); "Restoring Power to Teachers: The Impact of 'Whole Language'" (Sharon J. Rich); "A Reflection on Reflective Practice in Teaching Reading and Writing" (Bernice J. Wolfson); "In the Process of Becoming Process Teachers" (Gary Manning and others). (RS)

ED 309 388 CS 009 732

Eames, Fidelma Healy
A Study of the Effectiveness of Instruction in Multi-Age Grading vs. Traditional Single-Grade Level Organization on the Reading Achievement of Fourth Graders.
PUB DATE- Apr 89
NOTE- 51p.; Master's Thesis, Western Connecticut State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; Grade 4; Grade 5; *Grouping (Instructional Purposes); Intermediate Grades; Reading Achievement; *Reading Instruction
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Mixed Age Groups

A study examined the effects of multi-age/grade instruction, compared to the traditional single-grade approach, on the reading achievement of fourth graders. Subjects, 22 fourth-graders in a single-grade class, were divided into instructional groups based on chronological age while the instructional grouping for 22 students in a combined fourth and fifth grade class at a neighboring school cut across age and grade levels. The Comprehensive Test of Basic Skills was used to measure the growth in "total reading" over a 1-year period. Results indicated no statistically significant difference between means of the two groups, although a positive mean score in favor of the multi-age instructional design was noted. (A 50-item bibliography, and the themes of study and sample lesson plans for both groups are attached.) (RS)

ED 309 389 CS 009 733

Smith, Dorothy R.
The Expansion of Field Experiences in the Reading Program.

PUB DATE- May 89
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Higher Education; *Preservice Teacher Education; Public Schools; *Reading Instruction; School Surveys; Student Teacher Evaluation; Student Teachers; *Student Teaching; Teacher Education Curriculum; Teaching Styles; Theory Practice Relationship

A descriptive study investigated the ability of student teachers to translate and apply textbook knowledge in the daily reading instruction of public elementary school students. Subjects, 24 teachers, were surveyed regarding their student teachers' use of 36 reading and management strategies covered in college courses. The participating teachers also identified the time period during which the student teachers implemented a specific activity. Results indicated favorable responses for individual behaviors and class management but also showed that only three of the behavior and management strategies ranked in the top half of the rated activities. Findings suggest that reading students had been exposed to a variety of methods and materials, but that these experiences appeared not to transcend the classroom. (Two tables of data and the survey instrument are included.) (RS)

ED 309 390 CS 009 734

White, Richard
Bibliotherapy and the Reluctant Student.

PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; *Bibliotherapy; Junior High Schools; Literature Reviews; Middle Schools; Reading Achievement; Reading Attitudes; Reading Material Selection; *Self Concept

Bibliotherapy can change children's attitudes toward reading and can help children solve the developmental problems they face. Research suggests that there is a significant correlation between self-concept and reading achievement. The middle school teacher must be aware of the correlation and use a variety of materials and techniques to develop good readers. (Fifteen references are attached.) (RS)

ED 309 391 CS 009 735

Heying, Judith
The Function of Children's Invented Spelling in Spelling Instruction.
PUB DATE- Apr 89
NOTE- 44p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Primary Education; *Spelling; *Spelling Instruction; Teaching Methods; Written Language
IDENTIFIERS- *Invented Spelling; Spelling and Writing Patterns; Spelling Growth; Spelling Patterns

This paper examines current literature on invented spelling and analyzes its value and use in the course of formal spelling instruction. The paper is divided into four sections which (1) examine the evolution of the term invented spelling; (2) detail spelling strategies and the stages of spelling development; (3) show the relationship between invented spelling and standard spelling instruction; and (4) present some applications to second grade spelling instruction. It includes a 30-item annotated bibliography. The paper recommends that interested adults encourage creative writing for children as a way to explore and develop spelling strategies, accept and encourage invented spelling in all stages of development, and become familiar enough with the stages of spelling development and invented spelling to understand the child's reasoning behind it. The paper also recommends the use of teacher-generated spelling lists based on student need and use. Thirty-seven references are attached. (MG)

ED 309 392   CS 009 736

Kindy, Marcia E.
An Annotated Bibliography Reviewing Research Dealing with the Use of Children's Literature in a Reading Program.
PUB DATE- Apr 89
NOTE- 43p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; Literature Reviews; Reading Attitudes; *Reading Instruction; Reading Programs; Reading Research

IDENTIFIERS- Reading Motivation

Divided into sections on the reading process, positive effects of literature in a reading program, and basic instructional elements of a literature-based reading program, this 39-item annotated bibliography of journal articles and monographs dating back to 1968 presents research concerning the use of literature in the reading curriculum. An extensive summary of the literature, a conclusion arguing for the inclusion of children's literature in reading instruction, and four recommendations follow the annotated bibliography. (A 46-item bibliography is attached.) (RS)

ED 309 393 CS 009 737

Thompson, Richard A.
Preservice Practica Integrated with Reading Courses at the University of Central Florida.
PUB DATE- 4 May 89
NOTE- 5p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Experiential Learning; Higher Education; Language Arts; *Preservice Teacher Education; Reading Instruction; Student Teaching; *Teacher Education Curriculum; Undergraduate Study
IDENTIFIERS- University of Central Florida

Designed to merge concept development learned in courses with hands-on teaching experience in schools, the elementary education program at the University of Central Florida, as structured in 1989, is the result of two decades of modifying a strong model. Half of the 120 semester hours are in general education courses and the remaining hours are divided between foundation courses, specialized methods courses, and practica experiences in schools. The junior year practica are coordinated with the block courses which the interns must take at the same time. A teaching unit, a small group report, and an individual case report constitute the core of the junior year interns' assignments. The senior year internship is a semester in duration and is full-time. (RS)

ED 309 394   CS 009 744

Bercik, Janet T.
Theory + Practice = Effective Language Arts Teaching.
PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Communication Skills; Educational Theories; *Education Majors; Elementary Secondary Education; Higher Education; *Language Arts; Language Skills; Methods Courses; Teacher Education; *Teaching Methods; *Teaching Skills; *Theory Practice Relationship

Language Arts is an area which covers many subjects, each important, each one interdependent upon the other. Prospective teachers, first and foremost, should have the various language theories reviewed in their methods courses. Practical classroom activities--such as keeping spelling lists, practicing creative writing, and sharing literature--allow students to work together or individually. Such activities give students self-discipline, self-motivation, and provide them with a variety of communication skills. (MG)

ED 309 395 CS 009 745

Gelzheiser, Lynn M.; Meyers, Joel
Reading Instruction by Classroom, Remedial, and Resource Room Teachers.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related studies, see CS 009 746-747.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Classroom Techniques; Comparative Analysis; Elementary Education; *Reading Instruction; *Reading Teachers; *Remedial Reading; Resource Room Programs; *Resource Teachers; Teacher Behavior; *Teacher Characteristics; Time Management

A study compared the reading instruction provided by classroom, remedial reading, and resource room teachers. Subjects, 31 classroom teachers, 7 resource room teachers and 10 remedial reading teachers from 6 upstate New York elementary schools were observed during reading instruction using a structured classroom observation procedure. Results indicated that: (1) resource/remedial teachers did not provide more intensive instruction than classroom teachers; (2) there was no difference in the proportion of time devoted to management, discipline, or reading instruction between remedial/resource teachers and classroom teachers; (3) remedial/resource teachers interacted more with individuals (and less with groups) than classroom teachers; and (4) the three groups of teachers allocated comparable time to comprehension, decoding, and indirect reading activities. (Three tables of data, one figure and 2 references are included. (RS)

ED 309 396 CS 009 746

Gelzheiser, Lynn M.; Meyers, Joel
Students' Reading Experiences during Classroom, Resource, and Remedial Reading Instruction.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related studies, see CS 009 745-747.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Comparative Analysis; Elementary Education; Grade 2; Grade 3; Grade 4; Grade 5; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Remedial Reading; *Resource Room Programs; *Student Experience; Teaching Methods

A study examined the reading experiences of students receiving remedial reading or resource room instruction in order to identify the similarities and differences in remedial reading instruction. Subjects, 78 students enrolled in remedial or resource room programs in six different elementary school districts in upstate New York, had their reading experiences coded as off-task, direct reading, indirect reading, other academic subject, management, waiting, or out of room. Results indicated that: (1) the reading experiences of students in resource and remedial programs were similar in many ways; (2) classroom and pullout reading instruction often placed comparable emphasis on phonics and comprehension activities; and (3) the time spent engaged in phonics and comprehension activities was modestly related to reading achievement. (Eight tables and five figures of data are included; 28 references are attached.) (RS)

ED 309 397 CS 009 747

Meyers, Joel; And Others
Think-Aloud Protocol Analysis of Reading Comprehension Tactics Used by Students with Reading Problems.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related studies, see CS 009 745-746.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Grade 2; Grade 3; Grade 4; Grade 5; Protocol Analysis; *Reading Comprehension; Reading Difficulties; Reading Research; *Reading Strategies; *Remedial Reading
IDENTIFIERS- *Think Aloud Protocol

A study investigated whether a student's repertoire of comprehension-fostering tactics could be reliably identified, with the expectation that this sort of diagnostic profile might serve as a basis for an individualized remedial program. Subjects, 81 second, third, fourth, and fifth grade students enrolled in remedial reading programs in six different upstate New York schools, had their think-aloud protocols gathered as they read two short passages. Subjects' responses were analyzed using a system of six categories of comprehension tactics. Results paralleled prior research with "non-problem" readers and indicated that signaling understanding, elaboration, and reasoning are used most frequently, that monitoring is used less frequently, and that analysis and judging are used rarely. Results also indicated no correlation between the use of these comprehension tactics and a standardized measure of reading comprehension. (Four tables of data are included, and 24 references are attached.) (RS)

ED 309 398 CS 009 748

Stewig, John Warren
Choosing the Caldecott Winner: Fifth Graders Give Their Reasons.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Classroom Research; Curriculum Development; Curriculum Enrichment; Grade 5; *Illustrations; Intermediate Grades; *Picture Books; *Student Reaction; Visual Discrimination; *Visual Literacy
IDENTIFIERS- *Caldecott Award; Childrens Writing

A study on visual literacy in children explored such questions as: (1) how a visual literacy curriculum might be structured; and (2) whether, when students participate in a visual literacy program, they consequently say or write more, and whether what they have to say is more insightful. During the experiences, children talked and wrote about pictures in books after being introduced to such visual elements as line, shape, color, texture, form, and space. Results reported are based on data from 15 fifth grade children from each of two classrooms, one suburban and one urban. Subjects were five children each in high, medium and low language groups. Students were asked to apply some of what they were learning about visual elements to a very concrete task: choosing a Caldecott winner and giving reasons for their choices. To analyze the data reported, three different language measures were used, two quantity measures and one quality measure. Results indicated the number of words generated in both lessons was about the same. In each lesson, the urban children generated more words than did the suburban children. When the categories of comments are further grouped into those relating specifically to pictures, and those related to factors other than the pictures, it was clear that children in these two groups had become able to talk about visual reasons for preferring one book over another. (Eight tables of data are included.) (MG)

ED 309 399 CS 009 749

Adams, Marilyn

Teaching Thinking to Chapter I Students. Technical Report No. 473.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the-Art Materials (070)

DESCRIPTORS- Course Content; *Course Objectives; *Critical Thinking; *Curriculum Development; Elementary Secondary Education; High Risk Students; *Low Achievement; Schemata (Cognition)
IDENTIFIERS- Cognitive Sciences; Education Consolidation Improvement Act Chapter 1; *Thinking Skills

Arguing that the goal of the development of thinking skills for the low-achieving student is within reach, this paper contends that an effective course on thinking skills should result in a single, well-integrated schema which is built upon the principles and processes that the course is intended to develop and should be elaborated with concrete applications. The paper reviews and critiques several existing thinking skills curricula in terms of their pedagogical structure and documented effectiveness. The paper concludes with a discussion of efforts to develop an effective and usable curriculum on thinking skills anchored in contemporary theory and research in cognitive science. (One table of data and 10 figures are included; 71 references and two footnotes are attached.) (RS)

ED 309 400 CS 009 751

Schafer, Virginia
The Effects of Teaching a Whole Language Philosophy to Second Grade Students.
PUB DATE- 89
NOTE- 122p.; Specialist Research project, Mercer University. Small print and illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040) Numerical/Quantitative Data (110)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Grade 2; Primary Education; *Reading Achievement; Reading Research
IDENTIFIERS- *Whole Language Approach

A study investigated differences in reading achievement of students taught with a whole language philosophy compared to students taught using a basal textbook. Subjects, 20 second grade students taught using a whole language philosophy and 17 second grade students in the same school using basal textbooks, were given pre- and posttests to determine their reading achievement. Pretests indicated no significant differences in reading achievement between the two groups, and posttests given four months later also indicated no differences in reading achievement. (Three tables of data are included; and 62 references, the pretest, sample lesson plans, and statistical computations are attached.) (RS)

ED 309 401 CS 009 752

Pinnell, Gay Su, Ed.; Matlin, Myna L., Ed.
Teachers and Research: Language Learning in the Classroom.
International Reading Association, Newark, Del.
PUB DATE- 89
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 350; $7.25 member, $10.75 nonmember).
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Research; Decision Making; Elementary Secondary Education; Higher Education; *Language Acquisition; *Language Arts; Language Research; Literacy Education; *Reading Research; *Teacher Education; Teacher Educator Education; Teacher Educators; Writing Research
IDENTIFIERS- *Teacher Researchers

This book provides information culled from classroom research, including some from teacher researchers, for those engaged in creating educational settings that support children's development of language and literacy. The book contains the following chapters: (1) "Observing Carlos: One Day of Language Use in School" (Mary M. Kitagawa); (2) "What Teachers and Children Do in a Language Rich Classroom" (Nancy G. Platt); (3) "Comments from a Teacher Researcher" (Vera E. Milz); (4) "Involving Teachers in Classroom Research" (Marie M. Clay); (5) "Observing Readers and Writers: A Teacher and a Researcher Learn Together" (Myna L. Matlin and Robert C. Wortman); (6) "A Teacher's Experience with Change" (Vida Louise Welsh); (7) "Teacher as Learner: Implications for Staff Development" (Angela M. Jaggar); (8) "Integrating the Curriculum for Teacher Preparation" (Charlotte S. Huck); (9) "Teacher Research and Decision Making: An Administrator's View" (Donald S. Monroe); (10) "Using Research to Create a Supportive Literacy Climate" (Gay Su Pinnell); (11) "Teacher Support Groups: Why and How" (Dorothy J. Watson and Margaret T. Stevenson); and (12) "Language Development: Issues, Insights, and Implementation" (Kenneth S. Goodman). A 25-page suggested reading list, "Whole Language Theory, Practice, and Assessment" (Angela M. Jaggar and Kathy T. Harwood) is appended. (MS)

ED 309 402 CS 009 756

Curtis, Pat

Using Theatre Arts To Extend Children's Literature.

PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; *Childrens Literature; Class Activities; Elementary Education; Literature Appreciation; Reading Aloud to Others; Reading Habits; Story Telling; *Theater Arts
IDENTIFIERS- Adult Child Relationship; Big Books; *Reading Motivation

To develop young readers who will continue to read throughout life, reading must be taught in a context that encourages students to read and to love reading. Teachers, parents, and librarians can lead students into books through a variety of strategies. Adults can awaken youngsters' imaginations by reading aloud, introducing books by means of book talks, puppetry, drama, singing, storytelling, and participatory responses. Puppets are excellent for beginning creative dramatics. Children can make their own puppets, design a puppet theater, and dramatize the stories. Through storytelling and other oral language activities, students' language skills can be extended. Experiences which make a story come alive can draw students into books and provide the basis for a genuine love of reading. (A 22-item book list with grade recommendations is attached.) (NKA)

ED 309 403 CS 211 787

Gunderson, Lee; And Others
The Effects of Teacher Modeling on Primary Writing.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 30-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Grade 1; Grade 2; *Instructional Effectiveness; *Modeling (Psychology); Primary Education; *Teacher Attitudes; Teaching Methods; *Teaching Styles; *Writing Instruction; Writing Research

IDENTIFIERS- British Columbia; Emergent Literacy; *Whole Language Approach; *Writing Models

To investigate differences in students' writing development due to teacher modeling, a study examined students enrolled in whole language classrooms in grades 1 and 2 in two separate school districts. Students enrolled in independent classrooms where teachers did not provide writing models were in a school in a lower middle class neighborhood of Vancouver, British Columbia. Approximately 65% of the students were from families in which English was the second language (ESL). Modeling classrooms were in a school in a middle class neighborhood of Richmond, British Columbia, a suburb of Vancouver. Approximately 30% of the students were ESL. Teachers in independent classrooms asked students to write on the first day of class. Students read their writing to the teachers who responded positively. Teachers also kept notes about students' writing. As students began producing more mature texts, teachers kept a chronological log of their conferences. Teachers in the modeling classrooms asked students what they would like to write, then wrote the sentence(s). Often students emulated the teacher's model. In addition, teachers wrote comments containing the essence of what students indicated they had written. For both types of classes, students' writing for first and second grades was photo-copied. Each writing product was analyzed for number of words, number of t-units (independent clauses with all attendant modifiers), quality, and topic choice. Quality was measured on a nine-point experimental scale developed to reflect writing structure and quality. Findings revealed that both strategies produced eager, competent writers. (Two figures are included.) (RM)

ED 309 404 CS 211 833

Mahala, Daniel
The Politics of Error: A Critique and a Proposal.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; Cultural Context; Ethnography; Higher Education; Theory Practice Relationship; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Basic Writers; *Basic Writing; Error Correction (Language); Writing Development

The function of basic writing in the university is to teach students whose language practices are most distant from prestige forms to use language in ways which will enable their advancement in college and in the world outside. In composition studies, the awareness that the intelligent activity of students can produce apparently "incoherent" prose requires appeals for the research community to decide what truly is or is not an error, and to monitor stages of growth in individual basic writers. The new research on error counsels instructors to read students' writing in context, which requires looking beyond a writer's "idiosyncratic grammar" to the broader network of relations between language and power that make basic writers' grammars what they are. To help students see their struggle with prestige forms of literacy in the context of the social stratification of language and power in American culture, they should read a variety of academic writings on ethnography, language, and literature. Whereas error researchers talk of development in mostly broad terms--replacing an erroneous rule with a conventional use--the ethnographic approach sanctions an interchange between cultures, legitimizing cultural differences by recognizing them as a primary object of study. (KEH)

ED 309 405　　　　　　　　　　CS 211 836

Tebo-Messina, Margaret
Fictions Juxtaposed: A Tale of Three Groups.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Case Studies; *College English; *Cooperative Learning; *Group Dynamics; Higher Education; *Peer Groups; Peer Influence; Small Group Instruction; Teaching Methods; Writing Instruction; Writing Research
IDENTIFIERS- *Collaborative Writing; Group Cohesion; Group Leaders; *Writing Groups

A case study about collaborative learning and collaborative writing examined what was taking place in classroom writing response groups. The study revealed how problematic college writing groups can be good for students. On the basis of observation and interviews with participants in three groups composed of undergraduates at a large state university in the northeast, three criteria emerged that students used to evaluate their groups: (1) the ways in which authority and leadership were exercised both in the class and in the group; (2) the degree to which their need to feel an important and valued part of the group was met; and (3) perhaps most significantly, the way in which their individual, conflicting, and generally unrealistic expectations of the class were not met. (REH)

ED 309 406 CS 211 856

Wecksler, Margo Ann
Moving toward a Multi-Ethnic Perspective.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Learning; *Cultural Awareness; Cultural Differences; Ethnic Groups; *Ethnicity; Primary Education; *Story Telling
IDENTIFIERS- Culturally Different Students; *Cultural Sensitivity; Culture Based Curriculum; *Story Content

Standard curricula at the primary level can be enlivened and enriched through storytelling and multi-ethnic literature, whereby teachers can introduce and reinforce a multicultural, unified world view. Through these materials, students in homogeneous monocultural environments can enjoy a broadened world view and new ideas to provide materials for their imaginations. Students in multicultural communities can contribute to the education of their peers by infusing the curriculum with their own experiences, thus creating a dynamic interchange. The teacher can assign "roots" projects and collect oral histories; the students can write to relatives and share their findings. Stories, assignments, projects, and activities can all reflect the particular character and culture of the class. (Thirty-four references are attached.) (KEH)

ED 309 407   CS 211 872

Neuwirth, Christine M.
Intelligent Tutoring Systems: Exploring Issues in Learning and Teaching
  Writing. CECE Technical Report No. 3.
PUB DATE- Jun 88
NOTE- 43p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports
  - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Discovery Learning;
  Educational Technology; Higher Education; Program Descriptions;
  *Programed Tutoring; Technological Advancement; *Writing Instruction
IDENTIFIERS- *Intelligent Tutoring Systems

This paper argues that Intelligent Tutoring Systems (ITS) offer the potential for advancing existing techniques for computer assisted instruction and deepening the understanding of issues in the learning and teaching of writing. The paper: (1) outlines the goals and significance of research in ITS, emphasizing their value in formulating knowledge about teaching more explicitly; (2) analyzes the pedagogical assumptions underlying research in ITS, focusing on theories of discovery learning and learning by doing; (3) describes the architecture of these systems; and (4) illustrates the instructional design issues by describing "Parnassus," a project to construct an ITS for exploring instructional design issues in teaching students to write. (Forty-five references and one figure are attached.) (RS)

ED 309 408 CS 211 875

Haas, Christina
How the Writing Medium Shapes the Writing Process: Effects of Word Processing on Planning.
Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Planning; Protocol Analysis; *Word Processing; *Writing Processes; Writing Research
IDENTIFIERS- *Writing Contexts; Writing Habits; *Writing Implements

A study examined the effect of word processing on the amount and kind of planning writers do. Subjects, 10 experienced writers and 10 student writers, wrote essays with pen and paper, word processing alone, and a combination of word processing and pen and paper. All students were experienced with computers. The subjects' think-aloud protocols and planning notes were analyzed. Results indicated that: (1) there was less planning with word processing; (2) there was less conceptual planning and more sequential planning with word processing; (3) the effects of writing media were similar for both experienced and student writers; and (4) there were vast differences in how writers use word processing and pen and paper together. (Five tables of data are included and 62 references are attached.) (RS)

ED 309 409 CS 211 884

Andrews, Sharon Vincz
The Role of Language in Collaborative Learning Contexts
PUB DATE- 31 May 89
NOTE- 39p.; Paper presented at the Annual Center for the Expansion of Language Teaching (CELT) Rejuvenation Conference (Pacific Grove, CA, May 31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Elementary Education; Higher Education; Inservice Teacher Education; Language Arts; *Language Role; Preservice Teacher Education; Seminars; *Teaching Methods
IDENTIFIERS- *Collaborative Learning; Teacher Researchers; Voice (Rhetoric)

A series of 11 propositions about the role of language in learning emerged from the data collected and analyzed in a semester-long collaborative seminar in language arts methods for inservice and preservice teachers. A discussion of each proposition reflects the data that support it. The focus was on teaching as inquiry or research for the practitioner. The study explored and described the context and negotiated curriculum of a language arts methods class in elementary education, tracing the theoretical development of the thinking of preservice teachers in regard to the teaching and learning of the language arts. Findings suggest that language gives individuals a voice, helps them to define themselves in a group, to overcome silence, to articulate beliefs, and to become empowered. Findings also suggest that language becomes a tool for reflexivity and that the differences which are made apparent by distinguishing between common ground and uniqueness lead to questions which propel thinking into the future. (Appendixes provide the course syllabus and a calendar of major seminar events.) (RS)

ED 309 410 CS 211 885

Pinelli, Thomas E.; And Others
Technical Communications in Aeronautics: Results of an Exploratory Study. NASA Technical Memorandum 101534, Parts 1 and 2.
National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
PUB DATE- Feb 89
AVAILABLE FROM- National Technical Information Service, Springfield, VA 22161-2171 (Part 1, $19.95; Part 2, $14.95).
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Communication Research; *Engineers; Information Centers; Information Dissemination; Occupational Surveys; Professional Development; *Scientific and Technical Information; *Scientists; Technical Writing
IDENTIFIERS- *Aeronautics; *Technical Communication

An exploratory study investigated technical communications in aeronautics by surveying aeronautical engineers and scientists. The study had five specific objectives: to solicit the opinions of aeronautical engineers and scientists regarding the importance of technical communications to their profession; to determine their use and production of technical communications; to seek their views in light of their technical communications experience on the appropriate content of an undergraduate course in technical communications; to determine their use of libraries, technical information centers, and online databases; and to determine the use and importance of computer through a randomly sampled self-administered mail questionnaire to the members of the American Institute of Aeronautics and Astronautics (606 responded out of 2,000). Results indicated that (1) the ability to communicate technical information effectively is important to aeronautical engineers and scientists; (2) memos, letters, and audio/visual materials are the technical information products most frequently produced by the aeronautical engineers and scientists; (3) about 70% of the respondents had taken a technical communications or technical writing course either at the undergraduate level, after graduation, or both; (4) 94% use a library or technical information center; and (5) 91% use computer technology for preparing technical communications. (Forty tables of data are included, and 43 references and four appendixes containing the survey instrument, additional data, and subjects' open-ended comments comprise Part 2.) (MS)

ED 309 411 CS 211 886

Hull, Glynda; Rose, Mike
Rethinking Remediation: Toward a Social-Cognitive Understanding of Problematic Reading and Writing. Technical Report No. 19.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 19p.; An earlier version of this paper was presented at the Right to Literacy Conference (Columbus, OH, September 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Style; Community Colleges; Higher Education; *High Risk Students; *Remedial Instruction; Research Needs; *Social Cognition; Student Writing Models; *Writing Instruction; Writing Research
IDENTIFIERS- Basic Writers; *Basic Writing

A case study, designed to provide information on what it is that cognitively and socially defines an underprepared student as underprepared, focuses on a piece of writing by a community college student from the inner city (Tanya) in a college-level basic reading and writing course. The study presents a "snapshot" of some of the social and cognitive variables surrounding this single piece of writing. It is part of a larger research project on remediation at the community college, state college, and university level. It is hoped that analysis of more of their data collected at the three sites will yield answers to the following questions: (1) What productive and counterproductive strategies characterize the writing and reading skills of underprepared students? (2) How are these strategies represented in the students' minds and what forces have influenced these current representations? (3) What tends to happen to these strategies during instruction? (4) What mismatches or points of convergence tend to occur between pedagogies/programs and students' background knowledge, experience, and goals? and (5) What are the social and institutional processes whereby students like Tanya are defined as deficient or remedial or substandard? (Twenty-four references are attached.) (RS)

ED 309 412   CS 211 899

Howard, Katrena; Moore, Rebecca

Incorporating Writing with the Basal Reading Series and Children's Literature.

PUB DATE- 8 Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Georgia Council of the International Reading Association (Atlanta, GA, March 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Childrens Literature; Classroom Environment; Primary Education; *Reading Instruction; *Reading Writing Relationship; Teacher Role; Teaching Methods; *Writing Instruction
IDENTIFIERS- Childrens Writing; Print Awareness

The processes children use when learning to read and write seem mutually supportive, so the incorporation of writing prior to and in conjunction with reading seems advisable. Writing activities in the basal readers can be used instead of or along with parts of the core lesson, not just in the enrichment section. And by listening to a variety of literature, a child develops a sense of story. Beginning readers need to discover the rules of writing just as they discovered oral language: by practicing, making errors, and then receiving appropriate and positive feedback. For the older children, writing increases their awareness of printed words. The classroom should provide an environment that is filled with print, and the teacher needs to demonstrate that reading and writing are meaningful activities. (Twenty-six references are attached.) (RS)

ED 309 413 CS 211 900

Neuhauser, Sandra P.
Powerful Letter Writing: Students Discover the Power of the Pen(cil).
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Correspondence; Grade 6; Intermediate Grades; *Letters (Correspondence); *Writing Exercises; *Writing Instruction
IDENTIFIERS- Writing Assignments; *Writing Purpose; Writing Strategies

Students can better experience the impact of written words by the response of a real audience. This paper describes a letter-writing activity for sixth graders in which the students first identified and discussed real-life happenings which had caused disappointments with companies that had produced faulty items. They then obtained all the pertinent information on the product, when it was purchased, and a list of grievances and/or praise. Following instruction regarding business letter form, the students wrote actual letters to the companies. Photocopies of replies from manufacturers were kept on exhibit in a binder, showing the "power of the pen" through salutations to students and offerings of coupons, refunds, exchanges and complimentary items. Those students who received no response wrote a second letter with a reference to their unsuccessful first attempt. All second letters received replies. (KEH)

ED 309 414 CS 211 904

Hale, F. Dennis

Editorial Coverage of Reagan Supreme Court Nominees.

PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Judges; *Editorials; Editors; *Journalism; *Mass Media Role; National Surveys; *Newspapers; *Press Opinion
IDENTIFIERS- Media Coverage; Reagan (Ronald); *Supreme Court

To measure the editorial advocacy of influential newspapers concerning the membership of the Supreme Court, a study analyzed editorials from such newspapers concerning the last five Supreme Court nominees of President Ronald Reagan (William Rehnquist, Antonin Scalia, Robert Bork, Douglas Ginsburg, and Anthony Kennedy). A telephone survey of 100 editorial page editors (out of a possible 130) of influential newspapers was conducted using a seven-item questionnaire. (From one to three newspapers from each of the 50 states were selected.) The newspapers' editorial responses to the five nominees were correlated with variables regarding the social and political environment in the newspapers' circulation areas, such as median household income, minority population, party and conservatism of the local congressmen, and local senators' votes on the Rehnquist and Bork nominations. The number of papers that editorialized about the nominees was quite high--between 76% and 97%, depending on the nominee. However, findings indicated that for the most part, the positions advocated by editorial writers were not related to newspaper or community characteristics or

to state or political factors. (Two tables of data are included and 21 footnotes are attached. An appendix listing the newspapers surveyed concludes the paper.) (SR)

ED 309 415 CS 211 905

Pratt, Cornelius B.; McLaughlin, Gerald W.
Nigerian Journalists' Perceptions of Editorial Ethics and of the Role of Editorials in National Development.

PUB DATE- Aug 89
NOTE- 75p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Codes of Ethics; Content Analysis; *Developing Nations; Discriminant Analysis; *Editorials; Foreign Countries; *Mass Media Role; Media Research; *Newspapers; Press Opinion
IDENTIFIERS- Journalism Research; *Journalists; Media Government Relationship; National Development; Newspaper Ownership; *Nigeria

A study examined Nigerian journalists' self-reported perceptions of editorial ethics and of the role of editorials in national development, comparing data with an earlier content analysis of the ethics of newspaper editorials. Subjects, 348 full-time, salaried Nigerian journalists on nine national newspapers in two newspaper ownership groups, private and government, answered a self-administered questionnaire. Results indicated that: (1) the private and government journalists, as newspaper groups, showed more ethical similarities than differences, but between-group differences were not apparent in any of the three overall measures of utilitarian, deontological, and situation ethics; (2) differences in the mean scores of the three measures of ethics for both newspaper groups were clearly consistent with the results of an earlier content-analytical study of the editorial ethics of the newspapers that the sample journalists in the present study represent; and (3) the preference for utilitarian ethics was higher than for deontological and situation ethics. Findings of the study question the implications for national development of the simple, traditional distinction between government and private newspapers in sub-Saharan Africa. (Four notes, seven tables of data, and one figure are included, and 61 references are appended.) (MS)

ED 309 416 CS 211 910

Merrill, John C.
Freedom and the Growth of an Ethical Dimension in Journalism.
PUB DATE- Aug 89
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Censorship; Democracy; Freedom of Information; *Freedom of Speech; Intellectual Freedom; *Intellectual History; *Journalism; *Mass Media Effects; *Mass Media Role; *Philosophy
IDENTIFIERS- Age of Enlightenment; Philosophers; Philosophical Influences

To examine what freedom is and how it, in its many manifestations, may best be used to thrust journalism into more productive, progressive, and moral directions, this paper surveys the concepts of freedom and press freedom in Western thought from the eighteenth century to the present. After surveying the evolution of the concept of freedom, beginning with Aristotle, the paper examines perspectives on freedom of expression as given by classical defenders of the concept, concentrating especially on British and French Enlightenment spokesmen. Early American perspectives (of Jefferson and others) are surveyed next. The paper then gives an overview of some contemporary viewpoints, followed by a more specific discussion of press freedom as it impinges on journalism and journalistic thinking today. Sixty-three notes are included. (SR)

ED 309 417 CS 211 911

Lipschultz, Jeremy Harris
A Coorientational Analysis of Trial Lawyer and News Reporter Relationships.
PUB DATE- 11 Aug 89
NOTE- 76p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Courts; *Interpersonal Relationship; *Interprofessional Relationship; *Lawyers; News Reporting; Q Methodology
IDENTIFIERS- Communication Patterns; Coorientation; *News Reporters; News Sources

A study considered the relationships of trial lawyers and news reporters, using the coorientation measurement model and Q-methodology, and adapting an analysis of variance experimental design. Sixty statements were constructed and administered to 24 subjects (12 trial lawyers and 12 news reporters) in two large midwestern cities. It was found that: (1) both reporters and their lawyer sources tended to favor a cooperative relationship; and (2) communication goals, not relationship types, tended to distinguish occupational groups. Findings imply that, while reporters are seen by both groups as making their own decisions about the news and what to write, there is also a general view that the quality of what they write improves when they get source assistance--such as clarification--from trial lawyers, and that lawyers offer this sort of help only to those reporters they trust. (Five figures, 9 tables of data, and 91 notes are included.) (SR)

ED 309 418 CS 211 912

Busterna, John C.; Hansen, Kathleen A.
Presidential Endorsement Patterns within Daily Newspaper Chains.
PUB DATE- 10 Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elections; Media Research; *Newspapers; *Political Influences; *Presidential Campaigns (United States)
IDENTIFIERS- Editorial Policy; *Newspaper Chains; *Political Endorsements

Based on the premise that large newspaper chain ownership can threaten a diversity of ideas, a study investigated the extent to which individual newspapers' editorial autonomy may be damaged by chain ownership as reflected by presidential campaign endorsement patterns. Data for this study were compiled from "Editor & Publisher" magazine's 1976, 1980, and 1984 Quadrennial Presidential Poll. A total of 1,502 newspapers responded concerning presidential endorsements in all three years. Findings showed that: (1) chain ownership may play no role, or only a minor one, in affecting the content performances of daily newspapers; and (2) there is some evidence that chains may have an adverse impact on the economic performance of newspapers. (Two tables of data and 31 notes are included.) (MS)

ED 309 419 CS 211 920

Freeman, Barbara

A Canadian Woman Journalist Covers the Spanish-American War: "Kit" in Cuba 1898.

PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- *Females; Foreign Countries; *Journalism; Journalism History; Newspapers; Sex Bias; Sex Discrimination; Social History; Writing for Publication
IDENTIFIERS- Canada; Journalists; *Spanish American War; *War Correspondents

Kathleen Blake Watkins Coleman, known to her readers as "Kit," was a late nineteenth-century journalist who tried to escape the limitations of the woman's sphere in journalism through travel writing, while still complying with the expectation that she describe her adventures from a "woman's point of view." Among her many accomplishments, "Kit" went to Cuba to cover the Spanish-American war for the Toronto "Mail and Empire," a stunt the newspaper hoped would boost circulation. Coleman's work in Cuba was recognized because of her determination to overcome almost insurmountable opposition by American authorities and many male colleagues who refused to recognize her as a professional and allow her to travel with the troops as most correspondents did. She was pressured to produce stories from a woman's angle, which meant that her work was seen as marginal. It also appears that her newspaper did not pay her full remuneration for her services. While (like her male colleagues) paying some lip service to American military interests, "Kit" was able to condemn the war from a "female" perspective--expressing concern, for example, for the soldiers on all sides of the conflict. "Kit's" enduring appeal throughout her 25 years as Canada's most successful woman journalist was due to her combination of "masculine" and "feminine" characteristics--she was outspoken, intellectual, emotional, and maternal. (Seventy-five notes are included.) (SR)

ED 309 420 CS 211 925

Solomon, William S.
Tasks and Status: Newspaper Copy Editing and the Division of Newsroom Labor.
PUB DATE- 28 Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Editors; *Journalism History; *Mass Media Role; Media Research; *Newspapers; *News Reporting; *News Writing; Printing; Sociocultural Patterns
IDENTIFIERS- Editorial Policy; *Editor Role; Journalism Research

Colonial printers were more or less forced to take sides during the Revolutionary era. As they did so, their social status changed from that akin to mechanics to that of spokespersons of a social movement. From this time on, the gradual separation of editor from printer formed a social basis for defining a journalist's tasks as editorial, not production. The position now known as copy editor emerged after the Civil War, as newspapers' growth led to a more complex division of newsroom labor. This process continued into the 20th century, with the copy editor becoming increasingly more removed from the processes of gathering and writing the news. At the same time, the reporter's social status began to rise. As a result of these two trends, the copy editor's status declined markedly. (Fifty-eight references are appended.) (Author)

ED 309 421 CS 211 926

Salwen, Michael B.; Garrison, Bruce
Professional Orientations of Sports Journalists: Their Role in Journalism.

PUB DATE- Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Athletics; *Journalism; Newspapers; News Writing; Occupational Surveys; *Professional Recognition; *Self Evaluation (Groups)
IDENTIFIERS- Journalism Research; *Journalists; Professionalism

Because little scholarly or industry research has reviewed the position of sports journalists on the matter of professionalism, a study analyzed newspaper sports journalists' evaluations of their professional orientations and their perceptions of the orientations of their colleagues who write "hard" and "soft" news. The study employed a national mail survey of 624 members of the Associated Press Sports Editors in 1988; 249 usable responses were received for a reponse rate of 40 percent. The sports journalists were overwhelmingly white males. Respondents evaluated a scale of 20 professional and non-professional items. Results indicated that: (1) based on a scale of professional items the sports journalists rated themselves higher than their peers who write hard news and soft news; and (2) on a scale of "nonprofessional" items they generally rated themselves as no different from their colleagues in hard news and soft news. (Three tables of data and 24 notes are included.) (MS)

ED 309 422 CS 211 927

Riffe, Daniel; And Others
The Press and Black Elected Officials at Three Levels of Public Office.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Community; *Blacks; Journalism; Mail Surveys; *Mass Media Role; Media Research; National Surveys; *News Media; News Reporting; *Public Officials; Public Opinion; Questionnaires; Racial Relations
IDENTIFIERS- Journalism Research; *Media Coverage; Media Government Relationship; News Topics; *Press Responsibility

To examine three aspects of the relationship of Black leadership and White press--Black elected officials' (BEOs) views on press coverage of the Black community and on their own dealings with or treatment by the press, and their use of the news media for job-related needs--a study surveyed Blacks from three levels of elective office, school board representatives, mayors, and state legislators. Subjects, 113 Black state legislators, 80 Black mayors, and 359 Black school board members, responded to questionnaires by mail that measured respondent views on performance of "the major White-owned newspaper" in the community. The sample represented a low response rate in relation to the number of questionnaires sent out. Findings indicated that (1) BEOs "have no use" for the White press; and (2) they find press coverage of the Black community to be insensitive, incomplete, and inappropriate. (Forty-two notes and five tables of data are included.) (MS)

ED 309 423 CS 211 929

Flinders, David J.
On the Poetics of Narrative in Classroom Research.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Communication (Thought Transfer); Educational Research; Evaluation Criteria; Language Processing; *Language Role; *Metaphors; Qualitative Research
IDENTIFIERS- Communication Patterns; Educational Imagery; Educational Vocabulary; *Metaphorical Thought
Some of the metaphors that continue to guide educators' ways of understanding classroom life and education research have conceptual boundaries and limitations. These metaphors are referred to as Cartesian in order to locate them historically and within a cultural setting. The first type of metaphor serves as a conduit of language, in which ordinary discourse tacitly generates a linear, sender-receiver model for thinking about the nature of human communication. A second is the metaphor of the autonomous individual in which the individual's behavior and characteristics are the primary sources of reason, thought, and moral authority. This metaphor shapes tacit images of scholarship, intelligence, work, and self. The third is a metaphor of technical rationality which identifies thought and knowing as an explicit re-presentation of the outside world inside a person's head. An alternative to the Cartesian metaphor is the ecology metaphor which examines the relationship and interactions between the components within a system. The primary implications of an ecological perspective rest in the evaluative criteria that this perspective brings to qualitative inquiry. (Twenty-five references are included.) (KEH)

ED 309 424 CS 211 930

Hansen, Elizabeth K.; Moore, Roy L.

Chilling the Messenger: The Impact of Libel on Community Newspapers.

PUB DATE- Aug 89

NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; Behavior Rating Scales; Court Litigation; *Legal Problems; Mail Surveys; Media Research; *Newspapers; Occupational Surveys

IDENTIFIERS- *Community Newspapers; Kentucky; *Libel

A study used a new attitude and behavioral scale for measuring the chilling effect--an undercurrent of fear with respect to publishing decisions--and to determine the impact, if any, of threatened or actual libel suits on community newspapers. The editors and/or publishers of all 167 newspapers in Kentucky with a circulation of less than 50,000 were surveyed by mail, with 69 completed questionnaires returned. Results indicated that almost 70% of the newspapers had been threatened at least once within the last five years, and approximately three-fifths of them carried libel insurance. These findings suggst that community newspapers are indeed chilled by libel and that even the threat of a libel suit may chill smaller newspapers. (Two tables of data are included; 46 references and one appendix containing the chilling effect scale items are attached.) (SR)

ED 309 425 CS 211 931

Langton, Loup M.
Third World Photo Coverage in Four Prestige U.S. Newspapers.

PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Developed Nations; *Developing Nations; Journalism; *Mass Media Role; *Newspapers; *News Reporting; *Photographs
IDENTIFIERS- Agenda Setting; International News; Journalism Research; *Media Coverage; News Perspective Bias; News Values; *Third World

A study examined whether the Third World received less photographic coverage than more developed Western countries and whether this coverage was apt to be more sensational than that accorded more developed Western countries. Also examined was what kind of photo coverage Eastern nations received in the United States press. All photographs on the front pages of four prestige newspapers--"The New York Times," "Chicago Tribune," "Washington Post," and "Los Angeles Times"--during all weekdays of 1986 were analyzed. Of the 3,403 photographs identified, 1,374 (40%) were coded as international. The New York, Washington, and Los Angeles papers devoted about 46% of their photographic coverage to international topics, while the "Chicago Tribune" devoted only 30% of its coverage to international topics. Although Western nations received the most photo coverage, the Third World was also well represented; Eastern nations' coverage was far below that of Western nations or the Third World. Qualitatively, however, the East was covered in a much better balanced way than was the Third World. Of the 924 photos coded as Third World, 682 (73.9%) were sensational in nature. The greatest percentage of photos from the Third World was found in the military/war sub-category. For the West and the East, only about 50% of the total units were coded as sensational. Use of dominant photographs (three columns or more) in the sensational category was also high. Findings suggest that more research is needed to see how Americans perceive the Third World and to what extent photographs might influence those perceptions. (NKA)

ED 309 426 CS 211 944

Griffin, Jeffrey L.

Effects of Israeli Press Restrictions on Coverage of the Palestinian Uprising and on U.S. Public Opinion.

PUB DATE- Aug 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Content Analysis; Foreign Countries; *Mass Media Effects; Mass Media Role; Media Research; *News Reporting; Political Attitudes; *Public Opinion; *Television
IDENTIFIERS- Israel; *Media Coverage; Media Government Relationship; *Palestinian Israeli Conflict

Comparing United States television news coverage of the Palestinian uprising in the Israeli-occupied territories before and after press restrictions were introduced in March 1988, a study examined whether Israel's press clampdown (restricting particularly the activities of camera crews, and apparently begun in response to negative foreign opinion about Israeli handling of the uprising) successfully reduced the flow of negative news and improved Israel's global image. Content analysis of the evening news broadcast on the three major U.S. television networks from December 1987 through June 1988 revealed, among other things, that in the post-clampdown period there was a sharp decline in the number of stories per month, the length of stories, the number of on-camera sources in the reports, and the production of stories using film footage to accompany reports. Public opinion trend data indicated that, in the period after the press restrictions, Americans had softened their opinion about Israeli tactics in curbing the rebellion--thus indicating that governments beset by internal strife can effectively use press sanctions to reduce the flow of bad news, and ultimately, to sway foreign public opinion. (Six tables of data are included and 18 references are attached. Two appendixes--the coding sheet for television coverage and a list of definitions of source categories--conclude the study.) (SR)

ED 309 427 CS 211 955

Denney, Maria
Spanish-Language Daily Newspaper Headlines and the 1988 Presidential Election.

PUB DATE- Aug 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Editorials; Elections; Hispanic American Culture; *Hispanic Americans; Mass Media Role; Media Research; *Newspapers; *News Reporting; *Presidential Campaigns (United States); Press Opinion; *Spanish Speaking
IDENTIFIERS- Media Coverage; *Newspaper Headlines; Political Parties

To investigate the dissemination of electoral information by the Spanish-language press to the Spanish-speaking population, a study asked several questions: (1) What were the characteristics of the headlines of Spanish-language daily newspapers in Miami and Los Angeles during the 1988 presidential race? (2) Did the headlines of these papers include a Hispanic angle? (3) How frequently did the terms Democrat and Republican or words associated with those terms appear with the words Hispanic and Latino, and in what context? and (4) What was the number of news articles in comparison to the number of opinion columns? Headlines from section one news stories and from opinion columns of two newspapers, "El Nuevo Herald" of Miami and "La Opinion" of Los Angeles, were analyzed during five time periods of the 1988 presidential campaign. Data indicated that both newspapers provided extensive coverage of the campaign, with "El Nuevo Herald" (Miami) focusing more on the Republican campaign and "La Opinion" (Los Angeles) more on the Democratic one; "La Opinion" offered a more diverse editorial point of view compared to the conservative editorial orientation of "El Nuevo Herald"; and both newspapers provided a surprisingly sparse selection of Hispanic angles in the headlines. (Six tables of data and 28 references are attached.) (SR)

ED 309 428 CS 211 964

Educators: Try NIE.

American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE- May 86
AVAILABLE FROM- American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20041 ($5.00).
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; *Individualized Instruction; *Newspapers; *Reading Instruction; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Newspaper in Education Program

This short pamphlet promotes the Newspaper in Education (NIE) program. The pamphlet discusses reasons why educators should choose newspapers as instructional tools; how newspapers can be used for indivdualized instruction, reading, writing, computing, and critical thinking; what the research says about the use of newspapers in schools; what services are available through NIE; and how to get an NIE program started. (MS)

ED 309 429 CS 211 968

Chattman, Ray, Ed.; And Others
Newspaper: What's in It for Me? Your Complete Guide to Newspaper Careers.

American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE- 88
AVAILABLE FROM- American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20041 (1-50 copies, $2.00 each; 51-200 copies, $1.50 each); more than 200 copies, $1.00 each; single copies to students, no charge).
NOTE- 34p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - General (140)
DESCRIPTORS- Advertising; Business; *Career Choice; *Careers; Editorials; *Employment Opportunities; Females; Graphic Arts; Marketing; Minority Groups; *Newspapers; News Writing; Personnel; Photography; Postsecondary Education; Production Technicians; Secondary Education; Telecommunications
IDENTIFIERS- Circulation (Publications)

Intended to inform young people about the wealth of career opportunities in the newspaper business, this magazine-style booklet, profusely illustrated with color photographs and graphics, discusses 10 career areas (advertising, art and design, business, circulation, human resources, marketing/promotion, news/editorial, news graphics and photography, operation, and telecommunications), describing the work itself, giving tips on the preparation for such a career, and profiling someone on the job. Further sections discuss opportunities for minorities, women in the newspaper business, how to get started, matching a newspaper job with your interests, and the kind of money earned. The guide concludes with a listing of 34 selected resources. (SR)

ED 309 430 CS 211 977

Gilson, Joan T.
The Written English Proficiency Test at UMKC: An Intelligent Answer to an Unintelligent Question.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College English; Competency Based Education; English Curriculum; English Departments; Evaluation Criteria; Evaluation Methods; Higher Education; *Minimum Competency Testing; *Writing Evaluation; *Writing Skills
IDENTIFIERS- *University of Missouri Kansas City; Writing Program Assessment Project; *Written English Proficiency Test

Because of consistent faculty involvement from its earliest stages, the writing assessment program at the University of Missouri at Kansas City (UMKC) represents a competent, fair, and useful procedure for the large-scale testing and evaluation of student writing. UMKC's assessment curriculum builds on the existing sequence of three composition courses and subsequently moves progressively through instruction in composing tasks comprised of personal essays, expository essays, and essays based on reading. After the first two composition courses, students are required to take the Written English Proficiency Test (WEPT), which they must pass in order to take the third required course. The WEPT tests composing and reading skills defined by composition faculty, who have reached consensus about the necessary tasks to be taught in a college writing course. This consensus process represents a key issue in assessment, not only because faculty reach an agreement about performance standards to determine level of ability, but also because they participate in the WEPT grading sessions. Benefits to the English Department and to students include detailed scoring of exam essays which identify individual and program weaknesses, increased accessibility for all students to the junior-level composition courses, and clarified writing evaluation throughout the department. Teachers have more confidence about the grades they assign in class; students have faith in the consistent standards and grading procedures. (Three appendixes, including specific instructions for the WEPT and a scoring scale, and 31 references are attached.) (KEH)

ED 309 431 CS 211 981

Brown, Lee
Debunking the Mutilated Boy: A Study of Newspaper Editors and an Inflammatory Rumor.

PUB DATE- Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Editors; Journalism; *Newspapers; *News Reporting; Occupational Surveys; Questionnaires; *Social Responsibility
IDENTIFIERS- *Controversial Materials; Journalism Research; *Rumors

A study examined how newspaper editors resolve issues relating to rumors--that is whether to cover stories which may turn out to be false. The "mutilated boy" rumor was chosen for its antiquity and endurance, its powerful theme, and its ability to create intense anxiety in a community. Thirty-three of the 86 editors who responded to the questionnaires reported encounters with the "mutilated boy" or similar rumors. The encounter questionnaire revealed that 14 of the 20 editors who said their newspaper printed something about the rumor also reported their readers stopped calling and the rumors quickly died. Fifty-one of the 53 editors who responded to the hypothetical questionnaire said they would assign someone to check out the rumor if their papers started receiving calls from readers. Most agreed ignoring rumors generally is best but that they should be debunked if they create widespread hysteria. Those who favored printing a debunking story about the rumors favored it for the same reason other editors opposed printing it: responsibility to the community. No evidence was found to suggest that the press contributed to the spread of rumors. The summative picture is one of concerned editors, even though there are few written policies to guide their decisions. The fear of making matters worse is evident in the steadfast presence of the minority of editors who said they did not or would not print such a story. (Three tables of data and 23 notes are included.) (MG)

ED 309 432 CS 211 984

Slothower, Jodie
Creative Computer Detective: The Basics of Teaching Desktop Publishing.
PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Computer Software; *Desktop Publishing; Higher Education; *Journalism; Layout (Publications); Mass Media; Teaching Methods; Technological Advancement
IDENTIFIERS- Computer Anxiety; Computer Assisted Design; *Computer

Assisted Publishing; Journalism Computer Assisted Instruction

Teaching desktop publishing (dtp) in college journalism classes is most effective when the instructor integrates into specific courses four types of software--a word processor, a draw program, a paint program and a layout program. In a course on design and layout, the instructor can demonstrate with the computer how good design can be created and imitated by using the first page of "Moby Dick," illustrated by Barry Moser. The Moser design works well because there are basically four elements: the chapter heading, the wave graphic, the initial letter and the text. The students are then assigned to recreate this page and later to create their own two-page layout or newsletter. Along with the new techniques and opportunities, instructors must also address the current concerns about computers regarding plagiarism, jobs after college in which computers are not used, and changes in the traditional chain of command in journalism. (Seventeen references and the Moser design are attached.) (KEH)

ED 309 433 CS 211 986

Adamson, June N.
The "New Yorker" Education Program and How It Was Used in One Classroom.
PUB DATE- 12 Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Higher Education; *Journalism; Journalism Education; *Periodicals; *Writing for Publication; *Writing Instruction; Writing Processes
IDENTIFIERS- *New Yorker; *Writing Assignments; Writing Models

Recent use of the "New Yorker" Education Program in an upper division non-fiction writing class in the School of Journalism of the University of Tennessee proved to be very effective. Initially, the numerous assignments to read detailed articles appeared overwhelming to the students, but they soon learned the importance of reading as the first step to becoming reporters and writers. Gradually students became eager to share with the class specific information and writing techniques utilized in the articles they had read. Of particular value were the reviews and critiques students wrote about their assigned articles, similar to the critiques they produced for each others' works concerning leads, syntax, grammar, organization, readability, etc. Soon students became familiar with the magazine's writers and identified quickly with the various youth reporters, observing the reporters' methods and frustrations in the writing process. A key lesson was the insight students gained about the individual ways writers and artists create to please themselves. Videotapes also demonstrated how much education, knowledge and experience are necessary to become a readable and credible writer. Additionally, books about the magazine and its writers further enlightened students about the reality of the profession in the areas of actual relationships between writers and editors and internal politics. (KEH)

ED 309 434 CS 211 988

Rose, Shirley
Citation Rituals in Academic Cultures.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Citations (References); Discourse Analysis; Higher Education; Research Skills; Scholarship; *Writing for Publication; Writing Skills
IDENTIFIERS- *Academic Discourse Communities; Organizational Culture; Ritual Behavior; *Scholarly Writing

Citation practice in scholarly writing is the enactment of a set of beliefs shared by the academic community, and it is these rituals which enact and thereby confirm adherence to certain values. The citation practices of a whole discourse community can be viewed as a representative anecdote of collaborative effort to establish the collective knowledge of that community. Students' failure to observe citation rituals will prohibit their acceptance into the scholarly community. Writing teachers should consider designing exercises and assignments which require students to attend consciously to citation practice in the writing they read. Students may become interested in citation practice once they realize that it is a chance to exercise the power to participate in shaping the knowledge and belief of their community. (Thirty-five references are attached.) (RS)

ED 309 435 CS 211 989

Anstendig, Linda; Kimmel, Isabel

Basic Writers as Critical Thinkers.

PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Descriptions; *Critical Thinking; Higher Education; Integrated Curriculum; *Research Papers (Students); Research Skills; Student Research; Writing Exercises; *Writing Instruction
IDENTIFIERS- Basic Writers; *Basic Writing

Teachers of a basic writing course broadened their theme approach from growth and change in adolescence to the theme of language and identity, developed sequenced writing assignments, and worked toward the culminating unit--a mini-research project through which all the language and thinking skills developed throughout the semester could be integrated. Preliminary activities were designed to train students to look more closely at observing and perceiving as the basis of thinking and composing. The capstone of the course was the mini-research project through which students were invited to engage actively in academic scholarship. Students were instructed in the six stages of the research project: (1) choosing a topic; (2) summary writing; (3) interviewing; (4) interpreting and integrating findings; (5) the writing stage; and (6) oral presentations and "publication" of the research papers. Basic writing students engaged in authentic inquiry and succeeded in presenting themselves as the readers, writers and thinkers that before they thought only others could be. (Appendixes include writing assignments, timetables, and interview worksheets.) (RS)

ED 309 436 CS 211 991

Zhu, Jian-Hua
Recent Trends in Adversarial Attitudes among American Newspaper Journalists: A Cohort Analysis.
PUB DATE- Aug 89

NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Cohort Analysis; *Journalism; National Surveys; Newspapers; *Political Attitudes; *Press Opinion; *Work Attitudes
IDENTIFIERS- Journalism Research; *Journalists; Media Government Relationship

A study explored the question of whether there is an adversary press, by examining the recent trends in adversarial attitudes among newspaper journalists in the United States. Using a differentiation model for delineating the nature and boundaries of American adversarial journalism, the study re-analyzed the data from two national surveys. The first (by Weaver and Wilhoit) involved telephone interviews of 1, 001 print and broad-cast journalists. The other (by Stinnett et al.) involved questionnaires mailed to 1,211 journalists at U.S. daily newspapers. Results of the re-analysis revealed: (1) that while young and old journalists take a moderate position on the usefulness of an adversary press, the middle-aged cohort has increased adversarial sentiment over the last 5 years; and (2) that these intra-cohort trends may be explained by three factors: age, cohort, and period. (Five figures, nine tables of data, and 20 notes are included.) (SR)

ED 309 437 CS 211 992

Barker-Plummer, Bernadette
Look Who's Talking: A Study of Institutional Sources in Two Major Papers 1885-1985.

PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Content Analysis; *Information Sources; Journalism History; Media Research; *Newspapers; *News Reporting
IDENTIFIERS- Journalism Research; Los Angeles Times; Media Government Relationship; *News Sources; New York Times

To investigate what the news is by looking at journalists' practices and sources from a historical perspective, a study conducted a computer content analysis of levels of attribution and institutional sources in "The New York Times" and "The Los Angeles Times" from 1885 through 1985. Using the GENCA program that matches a user-constructed vocabulary list with text files, the study analyzed randomly sampled sentences from the front pages of the two newspapers. Levels of attribution increased over time in both newspapers. The level of institutional sources (defined as all government or state-related sources) also increased over time, and certain types of institutional sources, such as executive-level government officials and anonymous sources, showed a dramatic increase. These trends suggest that although reporters are using more attribution over time, the sources they are turning to are likely to be central, official, government sources. (Author/MM)

ED 309 438   CS 211 993

Flanigan, Michael C.
WAC and Literacy at the University of Oklahoma: Constructing a Reality Takes More Than Writing.
PUB DATE- 4 Nov 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (30th, St. Louis, MO, November 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Fused Curriculum; Higher Education; *Literacy; Reading Writing Relationship; Teaching Methods; *Writing Across the Curriculum
IDENTIFIERS- University of Oklahoma

Writing across the Curriculum (WAC) has been urged and tried by some of the best teachers and scholars of the past in ways similar to those of today's advocates and practitioners. WAC programs have staked their claims that writing is essential to learning; that it is necessary to write in order for students to see before them the words that reflect their thinking and knowledge. Under a Ford Foundation grant the University of Oklahoma has made a concerted effort to help faculty focus on issues of illiteracy and to devise ways of eliminating it. Using the Ford Foundation definition of literacy, a two-year pilot plan was set up to involve faculty in finding solutions to problems identified by faculty members themselves. Under phase 1 of the project, two pilot programs were created which used a variety of techniques, all concerned with components of literacy. Phase 2 consisted of reporting

to a larger group of faculty who attended workshops for additional training. Phase 3 will consist of the faculty implementing their ideas in their classrooms. At the same time new general education requirements will be phased into the undergraduate education program. The overall goal of this work on literacy is to improve undergraduate education by promoting fundamental learning activities that all faculty members can use. What institutions need are faculty members in every department who are aware of these fundamental ways of learning and of shaping the way world views are thought about and created. (An appendix provides sample assignments.) (MG)

ED 309 439 CS 211 995

Endres, Fredric F.; Wearden, Stanley T.

JMC Students' Perception of the Work Environment and Potential Job Stress.

PUB DATE- Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Careers; Employment Opportunities; Higher Education; Job Analysis; *Job Satisfaction; *Journalism; *Journalism Education; National Surveys; Needs; *Stress Variables; Work Attitudes; Work Environment
IDENTIFIERS- Job Characteristics; Job Evaluation; *Job Expectations; *Job Stress; Satisfaction

A research project focused on the question: Why do students choose to major in journalism and mass communication, and are there indications that those reasons might lead to job-related stress? Four hundred-sixteen undergraduate students in journalism and mass communication (JMC) programs across the country responded to a six-page questionnaire. Question one asked students to rank the five given reasons for selecting their major. All five reasons were found to be statistically significant when analyzed by students' major sequence. Question two asked students to rate 13 statements about JMC occupations. Students had strong beliefs that their fields offered challenging assignments, but also believed that their fields did not offer a great deal of job security. Question three presented students with 12 job-related factors and asked them to rate the factors in terms of their importance and how likely they would be able to achieve them in a professional job. Students were most interested in achieving promotion opportunities but many were not too optimistic about satisfying their needs. Question four discovered where they gained information about the field, by ranking seven sources in terms of where they got the most and the best information. While students said they got most of their information from observing their fields, they also said they got the best information from JMC faculty. The students' needs vs. their expectations often seemed at odds with reality--a potentially stressful situation. (Thirty-four endnotes and five tables of data are included.) (MG)

ED 309 440 CS 211 998

Florio-Ruane, Susan; Lensmire, Timothy J.
Transforming Future Teachers' Ideas about Writing Instruction.
PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Project supported in part by an All-College Research Initiation Grant from Michigan State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Course Descriptions; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Role; Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Collaborative Writing; Writing Workshops

A course was developed which offers opportunities for prospective teachers to transform their prior experiences with teaching, writing, and children as they began to assume the role of the teacher. The course breaks with the ordinary understanding of beginning teachers in three ways: (1) instead of placing writing in genre boxes, writing is viewed as created by people to accomplish certain intellectual and social purposes; (2) the writing classroom is designed to foster collaboration; and (3) children begin to write before they receive formal instruction and are actively involved in figuring out the writing system. Student teachers in the course experienced the most difficulty and discomfort when the course content challenged their previous views of school roles and curriculum in ways that directly threatened their ability to maintain control, but the break from ordinary experience provided by disciplinary knowledge seemed almost reassuring when the prospective teachers worked with children and saw them in new ways. When inexperienced teachers were introduced to the children's processes of writing development, they saw both children and teaching in a new way. They realized new possibilities for the teacher to play a supportive and responsive role as children learned to write. (Three figures are included; 17 references are attached.) (RS)

ED 309 441 CS 211 999

Wyatt, Robert O.; Hull, Geoffrey P.
The Music Critic in the American Press: A Nationwide Survey of Newspapers and Magazines.

PUB DATE- Aug 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Mass Media Role; Media Research; Multiple Regression Analysis; Music; *Newspapers; Occupational Surveys; *Periodicals; *Popular Culture; *Press Opinion
IDENTIFIERS- Criticism; Editorial Policy; Journalistic Style; Journalists; Media Coverage; *Music Critics; *Popular Music

Despite the pervasive presence of popular music in society and the continued controversy over its effects on children and teen-agers, the recording industry has received only fragmentary (though increasing) attention from mass media researchers. To gain evidence of the level of literacy of today's music critics, a study examined the tastes, prejudices, and predispositions of an important group of gatekeepers of popular taste--the music critics. Subjects, 160 magazine and newspaper critics (20% of the population originally surveyed) representing every major metropolitan area in the nation, responded to a questionnaire. Findings revealed that: (1) newspaper and magazine music criticism differs significantly in one particular way, i.e., though the numbers are small, magazines exclude negative reviews as a matter of policy significantly more than do newspapers; (2) whether by policy or not, music critics estimate that they write few negative reviews, categorizing only about one-fifth of their reviews as negative while reporting about one-half as positive; (3) music critics regard both negative and positive reviews as more influential than mixed reviews; (4) music critics overwhelmingly oppose various warning, rating, and labeling schemes; (5) critics assign highest priority to genuinely popular music genres, with rock leading the pack, followed by soul, jazz, and country; and (6) music critics assign high importance to diversion, escape from reality, and companionship in assessing the functions of music, but relatively low priority to sexual experience and thrills. (Four tables of data and 32 notes are included.) (MS)

Wulfemeyer, K. Tim; And Others
The Joys, Heartaches and Ethics of Reviewing Books for "Journalism Quarterly": Perceptions of Reviewers.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Book Reviews; *Ethics; Higher Education; Professional Development; Sex Bias; Surveys; Writing for Publication
IDENTIFIERS- Journalism Quarterly; Scholarly Writing

A pilot study surveyed book reviewers for "Journalism Quarterly" to determine what kind of people write reviews, why they write reviews, what they think about the quality of book reviews, and what they think about the ethics-related problems associated with book reviewing. Subjects, 78 (out of 92) reviewers for "Journalism Quarterly" randomly selected from the list of reviewers who published reviews between 1983 and 1988, responded to a questionnaire. Results indicated that (1) most reviewers were white, middle-aged males who held doctorates, taught at a large university and were tenured full or associate professors; (2) 44 percent wrote reviews out of a sense of professional "duty" and a belief that the experience would help them grow professionally; (3) 70 percent thought favorable reviews could lead to increased readership of a book, although more than one-half thought the reviews should be more critical; and (4) despite concerns about ethics-related problems in book reviewing, the reviewers seemed convinced that there was little, if any, race or sex bias at work in "Journalism Quarterly" reviews. (Two tables of data are attached.) (RS)

ED 309 443 CS 212 001

Friedman, Sharon M.; And Others
Nuclear Bashing in Chernobyl Coverage: Fact or Fiction?
PUB DATE- 11 Aug 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Television; Foreign Countries; Hazardous Materials; Mass Media Role; Media Research; *News Media; *Nuclear Energy; *Nuclear Power Plants; Nuclear Technology; *Press Opinion; *Public Health
IDENTIFIERS- *Chernobyl Accident; Media Bias; *Media Coverage; News Topics; Topic Selection; USSR

Critics of coverage of nuclear power have charged that the media overemphasize the importance of nuclear accidents, encourage public fear, and omit information vital to public understanding of nuclear power and risk. Some also feel there is an anti-nuclear bias among reporters and editors. A study was conducted to determine if such charges were supported in the first two weeks of coverage of the Chernobyl accident. Coverage was analyzed in the "New York Times," the "Washington Post," the "Philadelphia Inquirer," the "Wall Street Journal," the Allentown (Pennsylvania) "Morning Call," and on the evening newscasts of CBS, NBC, and ABC. Findings showed that (1) despite heavy coverage of the accident, no more than 25% of any newspaper's or network's coverage--often far less--was devoted to information on safety records, history of accidents, and current status of nuclear industries in various countries; (2) even though such information would be background information for a breaking news event, not enough was provided to improve the public's level of understanding of nuclear power or put the Chernobyl accident in context; and (3) articles and newscasts balanced use of pro- and anti-nuclear statements, and did not include excessive amounts of fear-inducing and negative information, indicating that these newspapers and networks did not take advantage of the accident to attack or "bash" the nuclear industry or nuclear power in general. (Four tables of data and 20 notes are included.) (Author)

ED 309 444 CS 212 002

Rosberg, Merilee; Streff, Deborah
Paired Writing: Middle School Students Find an Audience in College Students.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 6; Higher Education; Intermediate Grades; Learning Disabilities; Middle Schools; Preservice Teacher Education; *Student Motivation; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Writing Contexts

A middle school classroom teacher and a college instructor describe an activity in which 14 students in a sixth-grade special education class corresponded with college students enrolled in a language arts methods course. The middle school students were excited about writing and motivated to do their best, and their writing grew in complexity, accuracy, and length as the bi-weekly correspondence continued. The college students saw both the problems and the growth in their partners' writing skills and had the opportunity to implement some of the teaching techniques they studied in the classroom. (RS)

ED 309 445 CS 212 003

Lau, Tuen-yu
Journalism Studies in China, 1903-1985.
PUB DATE- Aug 89
NOTE- 71p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Communication Research; Correlation; Foreign Countries; *Journalism History; *News Media; Scholarship
IDENTIFIERS- *China; Chinese Communist Party; *Journalism Research; Print Media

By analyzing the subject matter of journalism books published in China since 1903, a study reviews the scope and trends of Chinese journalism studies, specifically the post-1949 developments after the Chinese Communist Party came to power. The study analyzes 1,245 titles of journalism books from 1903 to 1985, compiled in the "China Journalism Yearbook" from 1982 to 1986 and the "China Television Broadcasting Yearbook 1986" and considers the subject matter of the books published and when they were published. Findings included: (1) political and economic development in China had a direct impact on journalism studies in China; (2) scope of journalism was very narrow with three emphases--print journalism theory, skills, and history; (3) half of the books were written by single authors; (4) foreign sources played a significant role in China's journalism development; (5) Beijing and Shanghai were the two major publishing centers in China; (6) the Chinese journalism studies development was similar to United States journalism development as reviewed by Wilbur Schramm in 1957; and (7) the Chinese experience did not have the facilitating factors identified by Schramm that had contributed to United States journalism growth. (Forty notes and 14 tables of data are included; 30 references and two appendixes containing the codes used in the study and a list of Chinese provinces and regions are attached.) (MS)

Jeske, Jeff
Peer-Response Groups: Answering the Critique.
PUB DATE- Mar 89
NOTE- 23p.; Longer version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editing; Group Discussion; Higher Education; Models; *Peer Evaluation; Reader Response; Teaching Methods; *Writing Instruction
IDENTIFIERS- Writing Contexts

The peer-group method of composition instruction represents the quintessence of the "environmental" mode of teaching which brings teacher, student, and materials more nearly into balance. Responding to recent criticisms of peer-response groups, a model was developed to establish a middle course, balancing (1) philosophical stances; (2) individual, group, and teacher power; (3) types of response; and (4) text-specific and general learning. The operational plan for working through a student-written paper consists of four specific stages: preparation, group editing, post-editing, and debriefing. Students develop a metacognitive awareness of their learning-in-progress and demonstrably improve their writing using this plan. Different internal capabilities are called on, exercised, intertwined, all under the scrutiny of the critical, self-aware eye. (An edit guide, agenda for group discussion, and 20 references are attached.) (RS)

ED 309 447 CS 212 007

Common Ground 1989: Suggested Literature for Alaskan Schools, Grades 7-12.

Alaska State Dept. of Education, Juneau.
PUB DATE- May 89
NOTE- 153p.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Alaska Natives; Ethnic Groups; *Literature; *Literature Appreciation; *Reading Materials; *Reading Material Selection; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Alaska; Whole Language Approach

Intended to assist Alaskan school districts in their own selection and promotion of reading and literature, this guide to literature for use in grades 7-12 has five purposes: (1) to encourage reading and the use of literature throughout Alaskan schools; (2) to promote the inclusion of Alaska Native literature, and minority literature, in addition to the traditional Eastern and Western classics; (3) to help curriculum planners and committees to select books and obtain ideas for thematic units using literature; (4) to stimulate local educators to evaluate the use of literature in their schools and consider ways to use it as core material and as recreational reading; and (5) to accompany the state's Model Curriculum Guide in Language Arts, K-12, supplementing the references to literature, and to promote the reading of literature as an expectation for all Alaskan students. Contents include: Foreword; Preface; Acknowledgments; Introduction and Overview; Basic Intent of This Document; Criteria for Selection of Books; Questions for Local District Selection; Local Decision-Making Policies; Format of This Document; Alaskan Literature; Implementation Ideas; Common Agreement Statements from Professional Associations; General Genre Listings; Alphabetical Listing of Suggested Literature, Grades 9-12 (with 94 pages of listings); Anthologies of Alaska Literature by language groupings; Anthologies of Native American Writers and of Alaskan Writers; Alaskan Poets; Drama/Plays; Poetry; Short Stories; Role of Literature as a Source of History, Values, and Identity; The Right to Read; Library Bill of Rights; Source for Alaskan Literature; Description of Alaskan Associations; Book Selection Guides; and Feedback Form. (SR)

Fleischman, Sid
Kids & Imagination. The 1987 Martin Buskin Memorial Lecture.
Education Writers Association, Washington, DC.
PUB DATE- 87
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036 ($1.50 per copy).

NOTE- 11p.; Lecture delivered at the Education Writers Association National Seminar (San Francisco, CA, April 4, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; Childrens Literature; Creative Thinking; Elementary Secondary Education; Fiction; *Imagination; *Personal Narratives; Speeches; Writing for Publication
IDENTIFIERS- Daydreaming; Ideas; Writing Attitudes

Few children aspire to be writers when they grow up. When one is young, authors seem as mysterious as phantoms and are just as invisible. In childhood, the imaginative and creative mind is given a bad rap. Children are told to stop daydreaming and do their homework. They quickly learn that lying is bad stuff. Yet, both exercise the imagination and are tools of the fiction writer's trade. Being a magician, a writer quickly notices the similarity in the structure of a magic trick and a mystery story. Both the magician and the writer keep the audience baffled. The real problem for the writer is not in finding an idea, but in figuring out what to do with the idea after it turns up. There is a generation now in school who will invent the future, paint the pictures, compose the songs and write the books. Let's hear it for the daydreamers. (MG)

ED 309 449 CS 212 010

Olien, Clarice N.; And Others
Editor Views of Press Role in U.S. and Europe: Differences Across Cultures, or Differences Within?
PUB DATE- 10 Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; Editorials; *Editors; Foreign Countries; *Mass Media Role; Media Research; *Newspapers; *Press Opinion
IDENTIFIERS- *Community Newspapers; Editorial Policy; Editor Role; Europe (West); Gatekeeper Role; Press Responsibility; United States (Midwest)

To determine whether there are systematic differences in press role between nations or blocs of nations, an exploratory study examined structural differences between United States and European political systems and whether, in light of these differences, press roles may vary in some respects across continents. These editors were interviewed about the roles their newspapers play in their communities and their judgments about reporting and editorializing on a wide range of public affairs issues, including community planning. Data are based on interviews of 155 American editors of a Midwestern regional sample of 59 weeklies and 96 dailies, and 30 European editors of nonmetropolitan communities in The Netherlands, Belgium, France, Switzerland, and West Germany. Findings revealed that: (1) the role of the community press is highly similar in different nations of the Western world; (2) on both continents, the editors share the same relative priorities with respect to news and information, and upon reporting the issues in government, education, and business; and (3) the differences that do appear are primarily seen in less inclination among European editors to rate certain issues such as school controversies and community planning as highly appropriate for their editorial columns. Findings pointed to some differences in perceptions of the watchdog function and the information role. (Five tables of data and 37 notes are included.) (MS)

ED 309 450 CS 212 011

McCann, Guy
The Relationship between Psychological Type and Performance in a Copywriting Course or Why F. Scott Fitzgerald Didn't Make It As a Copywriter.
PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Advertising; Communication Research; Creativity; Higher Education; *Psychological Characteristics; Psychological Testing; Writing for Publication
IDENTIFIERS- *Copywriting; Introversion; Myers Briggs Type Indicator

A study was conducted to determine whether there is a relationship between the psychological types of copywriting students and performance in a copywriting class. The goal was to develop a program of instruction which would systematically alter psychological makeup in a constructive manner to enable students to become better copywriters. Subjects, 23 college students (mostly seniors) in a copywriting class, were given the Myers-Briggs Type Indicator test. Students were then

ranked according to their final grades, and psychological types and ranks in each type category were then averaged. Findings indicate the following: (1) high achievers are introverted and intuitive; (2) when all factors are taken into consideration by summarizing the averaged ranks of performance of groups, the highest score is made by the introverted sensing category; and (3) two types of copywriter are most productive--one is creative, the other is analytical, pragmatic, and dependable. (Two figures and eight notes are included; four appendixes containing the course description, a sample of "copy," a list of students' psychological types, a list of creative persons' psychological types, and 16 references are attached.) (MS)

ED 309 451 CS 212 013

DeRemer, Mary; Bracewell, Robert
Students' Use of Semantic Structure in Revising Their Writing. Draft.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; English; Grade 6; Holistic Evaluation; Intermediate Grades; *Revision (Written Composition); Semantics; *Syntax; Writing Evaluation; Writing Research
IDENTIFIERS- *Revision Processes; Writing Development

A study examined the semantic modifications students made to their texts in a structured revision task. Nineteen grade 6 students revised a book report they had previously written in class. Students: (1) added or deleted information from their texts in specific places identified by the experimenters through semantic frame analyses; (2) judged whether the original or revised sequence was better; and (3) justified their preference. The students overwhelmingly preferred their revisions (98% for addition and 84% for deletions). Results of semantic frame analyses indicated that students' additions improved the existing frame structure on 96% of the trials. There was 94% agreement between the students' preference for the revised sequence and the improved rating yielded from the frame structure analyses on addition trials. An agreement of 84% was reached on deletion trials. Holistic ratings of revisions also agreed with the ratings from the frame structure analyses. Students' justifications for their preference of original or revised text segments for both addition and deletion trials indicated awareness of semantic frame structure and of the discourse function of

their revisions. These results reveal students' competence in semantic level revision. (Two figures and three tables of data are included.) (Author/KEH)

ED 309 452 CS 212 014

Polanski, Virginia G.
Your Own In-House Writing Journal: A Source of Bricks for Building.

PUB DATE- 27 Jul 89
NOTE- 26p.; Paper presented at the Annual Conference of the Writing Program Administrators (Oxford, OH, July 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interdisciplinary Approach; *Journal Writing; Writing Across the Curriculum; Writing for Publication; Writing Processes
IDENTIFIERS- Liberal Arts Colleges; Stonehill College MA; Writing Functions; Writing Patterns; *Writing Workshops

"Stonehill Writes" is an example of an in-house Writing-Across-the-Curriculum (WAC) journal that records what is being written and how it is being written by administrators, faculty, students, and alumni. Published at Stonehill College, a small liberal arts college with a student body of 1600 and a faculty of 107 full-time teachers, the journal is instrumental in answering questions individuals or departments have about writing processes in different disciplines, and in creating interest and participation in the WAC program. Each issue focuses on one particular theme such as writing-to-learn, writing published by students, how to teach specific types of writing, the writing processes of various faculty and administrators, and the critical essay (how to teach it and its applications). (A copy of "Stonehill Writes" is attached.) (KEH)

ED 309 453 CS 212 016

Applebee, Arthur N.
A Study of Book-Length Works Taught in High School English Courses. Report Series 1.2.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.;

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Schools; *English Curriculum; High Schools; Instructional Materials; Language Arts; *Literature; Literature Appreciation; National Surveys; *Private Schools; *Public Schools; Reading Material Selection; *Secondary School Curriculum
IDENTIFIERS- *Literary Canon; State University of New York Albany

A national survey was conducted to determine what book-length works are currently being taught in public, parochial, and independent secondary schools (grades 7-12). Department chairs were asked to list the works which all students, in any English class, study. Although the rank ordering differed somewhat in the three samples, the top 10 titles included were identical in the public and Catholic school samples, and nearly so in the independent schools. Data compiled by author of required titles looked quite similar. William Shakespeare, John Steinbeck, Mark Twain, and Charles Dickens were among the most popular authors. There was considerable diversity in the grade levels at which titles were taught, but also some consistency in the levels at which specific titles were most likely to be taught. Department heads were also asked to indicate assignment of the texts according to track. The correlation among the tracks in the titles that appeared, indicated that there was some differentiation between the high and low groups. The titles required by 30% or more of the public schools were summarized and compared with the results of a study done 25 years earlier. Changes of titles required in independent and Catholic schools since 1963 were also compared. To investigate differences in offerings in different communities the required authors were examined. The study reflects what is explicitly valued as the foundation of students' literary experience. (Nine tables of data are included; eight appendixes including titles listed according to type of school, grade, and track are attached. The survey instrument is also appended.) (MG)

ED 309 454 CS 212 018

Miller, Lewis H., Jr.
Robert Frost and the Uses of Biography.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Biographies; Higher Education; *Literature Appreciation; *Poetry; *Poets; Reader Text Relationship; Secondary Education; Teaching Methods; United States Literature
IDENTIFIERS- *Frost (Robert); Twentieth Century Literature

The persona Robert Frost communicated to most of his wide, diverse, and often non-academic audience was that of a rather isolated New England farmer, who--because of his limited experience with city folk and urban living--was untouched and thereby uncorrupted by the ways of the world. In teaching Frost, as in teaching any poet, some sort of biographical background should be provided for students as a context through which the poet and his poetry are demystified. A judicious use of biographical detail can help to bring the poet and his poetry into a reader-friendly relationship with the students. Biography can often be used effectively in the service of overcoming the innate resistance students often express toward the reading and study of poetry. These facts about a poet can be invoked to guide students to a more open, informed, enjoyable, and natural response to the poetry. (A brief chronology, a supplementary chronology and a copy of the poem "Storm Fear" are included.) (MG)

ED 309 455   CS 212 020

Balajthy, Ernest
Computers in Curricula Program for Networked College Level Writing Process Instruction: A First Year Report.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the College Reading Association (Philadelphia, PA, November 1989). Light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Course Descriptions; English (Second Language); Higher Education; Inservice Teacher Education; *Local Area Networks; Program Evaluation; Word Processing; Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- Developmental Writing; *Process Approach (Writing); Union County College NJ

The first section of this report lists a variety of advantages and disadvantages of educational applications of Local Area Networks (LANs), with descriptive and evaluative comments on how the Union County Computers in the Curricula Network Project (Cranford, New Jersey) dealt with each. The second section of the report describes the following major applications of the Union County Computer Network: (1) writing courses for English as a Second Language students, developmental writing courses, and developmental math courses; (2) a writing across the curriculum program; (3) tutorial instruction; (4) an electronic mail service; and (5) an inservice workshop. (RS)

ED 309 456 CS 212 024

Ford, Michael P.
Young Children's Concepts and Attitudes about Poetry.
PUB DATE- May 87
NOTE- 50p.; Shorter version of a Ph.D. Thesis, University of Iowa.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childhood Attitudes; Curriculum Enrichment; Literature Appreciation; *Poetry; Primary Education; *Program Development; *Student Attitudes
IDENTIFIERS- Program Objectives

A study investigating poetry in elementary school programs had three purposes: (1) to examine young children's (K-3) poetry concepts and attitudes; (2) to develop a poetry program for use by teachers; and (3) to field-test that program to determine its effects on poetry concepts and attitudes. Three hundred forty K-3 students were pretested and posttested with the "Poetry Concepts and Attitudes Questionnaire." The Daily Oral Reading of Poetry program was developed. An active research design, involving 20 classroom teachers, was chosen to field-test the 4-week program in elementary classrooms. Results indicated that most young children had definite concepts about poetry, though with many children they were not well-developed. Young children also exhibited a positive attitude about poetry. Significant grade level differences existed and program participation significantly affected concepts and attitudes. (Seven tables of data are included; two appendixes containing a poetry concepts and attitudes questionnaire and guidelines for conducting daily oral poetry reading, and 45 references are attached.) (Author/KEH)

ED 309 457 CS 212 028

Newkirk, Thomas

Critical Thinking and Writing: Reclaiming the Essay. Monographs on Teaching Critical Thinking Number 3.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($5.95 plus $1.50 postage and handling); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 09691; $5.95 member, $7.50 nonmember).
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; *Essays; Higher Education; Language Arts; Teaching Methods; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- ERIC Clearinghouse on Reading and Commun Skills; *Montaigne (Michel Eyquem de); Personal Writing; *Thinking Skills

Intended for teachers, this monograph argues that, unlike the structured, formulaic "school" essay, personal essays in the manner of Michel de Montaigne lead students to explore their connections with ideas and texts. The monograph describes several strategies which use writing as a tool for critical thinking. The monograph contains the following chapters: (1) "The School Essay (Bad Memories of)"; (2) "The Case against Writing--Plato's Challenge"; (3) "'For it is myself that I portray': Montaigne's Legacy"; (4) "Invitations to the Essay"; and (5) "'I'm not going to talk about it'." Forty-three references and an

annotated bibliography derived from searches of the ERIC database are attached. (MS)

ED 309 458 CS 212 032

English Language Arts, Grade 11. LEAP Instructional Strategies Guide.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 89
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Critical Reading; *English Instruction; *Grade 11; Grammar; High Schools; *Language Arts; Reading Comprehension; Sentence Structure; Study Skills; Teaching Methods; Vocabulary; Writing (Composition)
IDENTIFIERS- *Louisiana

This guide, developed by educators and revised by Louisiana teachers and curriculum specialists, provides Louisiana educators with information regarding assessment strategies used on the Louisiana Educational Assessment Program (LEAP) Grade 11 Test as well as suggested instructional approaches for enhancing student proficiency in the skill areas covered on the examination. Use of this guide should assist Louisiana educators in offering students effective, on-target instruction in these critical skill areas. The guide is organized by skill areas and includes sections on vocabulary, comprehension, composition, mechanics, sentence structure, word usage, and study skills. (MS)

ED 309 459 CS 212 033

Goodson, Veronica Bilocur; McCart, Connie L.
Prescriptions for Better Writing.

SPONS. AGENCY- New Jersey Governor's Teacher Grant Program, Trenton.
PUB DATE- 86
NOTE- 32p.; Description of a program in Lower Camden County Regional High School District #1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Junior High Schools; Language Arts; Program Guides; *Teacher Developed Materials; Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- *New Jersey

This report describes the Prescriptions for Better Writing Program, a 9-week writing skills curriculum, suitable for seventh to ninth grade levels, developed by teachers in New Jersey's Lower Camden County's Regional High School District No. 1. The program was designed for two purposes: to remediate to ninth grade levels and designed for two purposes: to remediate students identified as having problems in composition; and to assist those youngsters identified as potentially having problems in the writing phase of the High School Proficiency Test. The report stresses that the curriculum provides detailed, step-by-step, sequenced instruction for specific writing skills and concentrates on descriptive, narrative, expository, and persuasive writing. The report includes instructional objectives, history of the project, supporting research, description of the practice, evaluation, and sample activities. Four tables of data are included. (MS)

ED 309 460 CS 212 034

Amodeo, Janis

PlayWrite.

SPONS. AGENCY- New Jersey Governor's Teacher Grant Program, Trenton.
PUB DATE- 87
NOTE- 27p.; For related document, see CS 212 035.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Learning; Elementary Education; Instructional Materials; *Language Arts; *Nonverbal Learning; Program Guides; *Teacher Developed Materials; Teaching Methods; Word Processing; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *New Jersey; *PlayWrite Program

This report describes the PlayWrite Program, which was developed in the Montville Township School District, New Jersey, to encourage children in grades K-6 to write. The primary objectives of the program are to increase students' motivation to write; to improve their writing skills through the process of brainstorming, composing, revising, and editing; to help students learn how to generate topics for writing; to increase their self-confidence in conversational fluency; and to expose students to word processing as an aid to written composition. The report contains a review of the literature for language and nonverbal learning, cooperative learning, and computer-assisted instruction; a description of the program; sample activities; and evaluation design and results. Thirty-seven references are appended. (MS)

ED 309 461 CS 212 035

Richter, Alice
Move Over, Dr. Seuss, Here Come New Jersey's Teen Authors.
SPONS. AGENCY- New Jersey Governor's Teacher Grant Program, Trenton.
PUB DATE- 86
NOTE- 22p.; For related document, see CS 212 034.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Creative Writing; Program Descriptions; Secondary Education; *Student Publications; *Teacher Developed Materials; *Writing Exercises; Writing for Publication; Writing Skills
IDENTIFIERS- *New Jersey

Designed for middle or high school students in Marlboro Township, Marlboro, New Jersey, the teen authors program involves students in the writing, editing, illustration and "publication" of children's books. The instructional unit takes 2 to 3 weeks to complete and culminates with an "author's day" where the student authors present their children's books to elementary school students. The actual creative writing activity process addresses several educational objectives, including proper punctuation, using transitional words, correct subject-verb agreement, self and peer editing, and using a variety of sentence structures. (Evaluation results and a list of instructional materials for the unit are included.) (RS)

ED 309 462 CS 212 042

Panuska, Janet A.
Rapid Transit to Sentence Writing.

PUB DATE- 89
AVAILABLE FROM- Manse Hill Books, Box 2230, Lacombe, Alberta, Canada TOC 1SO ($14.95; 20-30% discount for large quantities).
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Community Colleges; Creative Teaching; *English Instruction; Foreign Countries; Instructional Innovation; Postsecondary Education; Secondary Education; *Sentences; *Writing Exercises
IDENTIFIERS- Canada

This paper offers a sample selection of exercises from the text "Rapid Transit to Sentence Writing," which is based on the idea that learning to write a sentence is a process which involves understanding the relationship of the parts of the sentence to the whole sentence. The book received the 1989 Innovative Teaching Honors Award from the Association of Canadian Community Colleges. The paper stresses that the book's lesson content is extremely simplified and that all the material can be completed according to a 15-lesson plan. (NKA)

ED 309 463 CS 212 045

Stocking, S. Holly; Gross, Paget H.
How Do Journalists Think? A Proposal for the Study of Cognitive Bias in Newsmaking.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47405 ($9.95 plus $1.50 postage and handling).
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142) -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; Communication Research; Decision Making; Higher Education; *Journalism; *Mass Media Role; *Media Research; News Media; Press Opinion; Psychological Studies; *Social Psychology; Theory Practice Relationship

IDENTIFIERS- ERIC Clearinghouse on Reading and Commun Skills; Journalism Research; Journalistic Objectivity; *Journalists; *Media Bias; Media Coverage; News Reporters; News Sources

This monograph examines how bias affects the perception of journalists and discusses factors which might exacerbate or mitigate such bias. The book recommends the study of journalistic decision-making from perspectives developed in the field of social psychology. The book includes the following chapters: (1) "Media Bias, Cognitive Bias?"; (2) "Cognitive Processes in Journalism: An Overview"; (3) "Categorization"; (4) "Theory Generation"; (5) "Theory Testing"; (6) "Selection of Information"; (7) "Integration of Information"; (8) "Interactions and Perseverance of Biases and Errors"; (9) "Implications for the Study of Newswork"; and (10) "Summary and Conclusions." Forty-one end notes and 16 pages of references are attached. (MS)

ED 309 464 CS 506 618

Keyton, Joann
Evaluating Group Satisfaction as a Situational Variable.
PUB DATE- Apr 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Communication Research; *Group Behavior; Group Membership; Higher Education; Sharing Behavior
IDENTIFIERS- Communication Behavior; Group Attitudes; Group Characteristics; *Group Data; *Satisfaction

A study of group member satisfaction investigated which communication behaviors satisfy and dissatisfy people in their group experiences, and whether satisfaction and dissatisfaction are bi-polar opposites or are two crucially different variables. The baseline data generated in this project, which included the participation of 20 upper-grade undergraduate subjects studying group communication, provided the initial elements in developing measuring instruments to aid in identifying, defining, and explaining group member satisfaction and dissatisfaction. Results confirmed that the three variables identified by R. Heslin and D. Dunphy (1964) are important factors contributing to satisfaction. The data generated here, however, offer evidence contrary to the general assumption suggested by P. J. Marston and M. L. Hecht (1988) that dissatisfaction is the logical and numerical opposite of satisfaction. These data also suggest that, on the whole, satisfaction is a global attribute as long as the group is moving in its expected direction. Also, the greater variation identified in the dissatisfaction factors in the testing of the situational items suggests that researchers need to consider a two-step approach to measuring group member satisfaction. (Five tables of data and five appendixes containing questionnaires are included.) (KEH)

ED 309 465 CS 506 641

McQuillen, Jeffrey S.; Quigley, Tracy A.
A Comparison of Two Theories of Speech/Language Behavior.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Language; Comparative Analysis; *Language Acquisition; *Oral Language; *Speech; Speech Acts
IDENTIFIERS- Speech Research

Two theories of speech appear to parallel each other closely, though one (E. Nuttall) is concerned mainly with speech from a functional perspective, and the other (F. Williams and R. Naremore) presents a developmental hierarchy of language form and function. Nuttall suggests there are two main origins of speech: sounds of discomfort (cries, eventually leading to the speaker's sophisticated means of controlling his/her environment, i.e. persuasion) and sounds of pleasure (coos, the basis for communal exchange, i.e., conversation). Williams and Naremore explain the development of language form and function, characterizing the three general modes of speech as context-centered speech, sender-receiver-centered speech, and topic-centered speech. The two theories appear complementary: the empirical findings of Williams and Naremore's modes of speech continuum may offer the theory of speech behavior some scientific validity, and the theoretical explanations presented in Nuttall's theory of speech behavior may serve as a basis for additional theoretical refinements and possible new research directions for the modes of speech continuum. (One chart is included.) (SR)

ED 309 466 CS 506 657

Buzza, David T.
Managing a Responsive and Responsible Theatre Production Program in a Small College.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumberg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Aesthetic Education; Higher Education; *Small Colleges; *Theater Arts
IDENTIFIERS- Drama in Education; *Liberal Arts Colleges; *Theater Management

In dealing with a small college theater production program the first thing to consider is the aim and purpose of the program and how this fits in with the goals and mission of the department and the college. The main goal of the program should be the education of students--both those involved in the production, and those who will see performances--and this education should be part of the overall liberal arts experience, while also providing an education in the practical work of staging a production. Theater professionals have the responsibility of convincing colleagues and administrators of the validity and educational value of the production experience by providing information, granting academic credit for production work, and making others aware of the teaching involved in many stages of every production. A small theater department requires staff with skills balanced between the classroom and the stage, and workloads balanced between teaching and production. Administrators should be kept informed of rising show expenses, and departments should do finished productions, whether expensive or cheap. Selection of plays for a season must consider many factors. Wise and thoughtful play selection can enhance the educational respect of the department, build an audience, attract students to participate, and accomplish the major goal of education through production. (Suggested sources for program assistance are attached.) (SR)

ED 309 467 CS 506 665

Ewbank, Henry L.
A Political Campaign for Supreme Court Appointment: The Case of Robert Bork.
PUB DATE- Nov 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Competence; Court Judges; *Ethics; Ideology; Political Attitudes; *Political Campaigns; *Political Socialization; *Rhetoric
IDENTIFIERS- *Bork (Robert H); Judicial Attitudes; Political Communication; Political Rhetoric; *Supreme Court

Some might perceive a contradiction-in-terms in the claim that an appointment to the United States Supreme Court demands, or even permits, a political campaign. However, where there is a choice--a judgment identifying the preference for one proposition, or one person, over another--there is politics, there is rhetoric, and there is an ethical dimension. When such a choice demands the exercise of collective action by numbers of people, reasons must be offered--good, bad, or indifferent; past performance must and will be investigated; and predictions of capabilities and future performance must be made. Such was the case when President Ronald Reagan nominated Robert H. Bork to the Supreme Court. Several factors must come into consideration in an analysis of the campaign communications that occurred during Bork's confirmation hearings. Whether rejection or confirmation can be based on judicial philosophy or solely on ethics and competence; at what point the politicization of judicial nominees occurs; and how individual senators determined they would vote are all elements that need to be evaluated. With the acceptance of the notion that neither presidential nomination nor United States Senate consent is without political appraisal of the judicial philosophy of the nominee, the American public will gain the political maturity to realize that in every choice there is rhetoric, ethics, and politics. (Twenty-eight notes are included.) (MS)

ED 309 468 CS 506 668

Palmerton, Patricia R.
Speaking Across the Curriculum: Threat, Opportunity, or Both?

PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Curriculum Development; Higher Education; *Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS- Hamline University MN; *Speaking Across the Curriculum

"Speaking Across the Curriculum" (SAC) has become a catch-all label for a variety of programs aimed at teaching oral communication skills to a large body of students in settings other than the typical public speaking class. Such programs offer both threats and opportunities to the speech field. In many programs, faculty in other disciplines take responsibility for teaching aspects of oral communication within their own classrooms. Thus, students are exposed to aspects of oral communication, are not as afraid of it, discover the relevance to their own interest areas, and may seek out both introductory and advanced speech communication courses. SAC courses emphasize process as opposed to product; students learn the communication conventions of their fields; feedback is explicit and specific; students explore expectations for uses of evidence; and, perhaps most importantly, communication is regarded as a mode of learning. The benefits of SAC include increased credibility and visibility for the speech discipline, the pointing out of needed research, and the challenge to examine--in light of the shift of theoretical focus from products to process--the methods for teaching public speaking. Speech departments must be clear about the institutional support required for SAC programs, and must be firm about limits and boundaries, consistently reminding others that speech courses and SAC courses are very different entities and accomplish different--if related--objectives. (Twenty-one notes are included, and an appendix contains examples of SAC assignments used in an "Introduction to Shakespeare" class.) (SR)

ED 309 469 CS 506 673

Dupagne, Michel

Applying the French Minitel Model to U.S. Consumer Videotex: The Case of the Electronic Directory Service.

PUB DATE- Aug 89

NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computers; Delivery Systems; *Directories; Electronic Equipment; Foreign Countries; *Information Networks; *Information Technology; Occupational Surveys; Online Systems; Telecommunications; *Videotex

IDENTIFIERS- France; Minitel; *Telephone Directories; United States

In view of the recent deregulatory developments in the United States' telecommunications industry, it is useful to reassess the issue of consumer videotex, especially as it relates to the implementation of electronic directory services. The success of the French videotex network Minitel relies on 10 principles: (1) cost of terminals; (2) no-frills terminals; (3) understanding the needs and wants of videotex users; (4) proper timing of introduction; (5) centralized authority to manage the videotex system; (6) organizing competition in a favorable regulatory environment; (7) long-range goals orientation; (8) consolidated billing policy; (9) single-standard system; and (10) individualized mass medium. To examine how major U.S. telecommunications companies perceive the establishment of an electronic directory service, a mail survey was sent to 12 executives in charge of planning and development in seven Regional Bell Operating Companies and five independent telephone companies. Ten returned completed questionnaires. Findings indicated that the Bell Companies are very likely to offer electronic white and yellow pages in the near future, while the independent companies seemed unlikely to do so; that telecommunications companies perceived it as unlikely that they will supply low-cost terminals for electronic white pages in the near future; and that the endorsement of a common standard is not likely. (Three tables of data are included and 101 references are attached.) (SR)

ED 309 470 CS 506 675

Picard, Robert G.
Management and Economic Implications of Bundling and Block Booking of Television and Cable Programming.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *Cable Television; Competition; *Economic Factors; Legal Problems; Media Research; *Programing (Broadcast)
IDENTIFIERS- *Bundling (Television); Management Practices

Bundling, a practice which has increased dramatically in the television and cable industries in recent years, occurs when program distributors package groups of movies and episodes of series, and then sell licenses to use these packages to TV stations and cable channels. Typically, such bundled packages include both highly desirable and less desirable films or episodes of off-network series. Bundling can easily turn into block booking, the illegal practice of making programming available in indivisible units that harm competition. Litigation continues to occur in the motion picture industry as a result of block booking and is beginning to occur in the cable industry, where it is often called "tying." Tying occurs when a programming service requires a system to take an unwanted channel to attain a desired channel; litigation is being directed at services tying cable programs, motion picture studios, and cable operators. Such practices limit the ability of programmers to negotiate prices based on the economic forces of supply and demand. As a result, many stations are forced to pay higher prices for products they would prefer to reject. In addition, bundling and block booking limit the ability to bargain for discounts for using programming in several markets in which a broadcaster may own properties and to barter advertising time for programming. With mergers such as that of Time and Warner Communications creating vertical integration in the programming industry, the linkages of program production, distribution, and exhibition grow stronger and provide more incentive for distributors to engage in economic practices that disadvantage local firms who provide delivery to audiences. (NKA)

ED 309 471 CS 506 684

Starck, Kenneth; Xu, Yu
A Q-Study of Global Communication Issues as Perceived by Chinese Journalists.
PUB DATE- 10 Aug 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Factor Analysis; Foreign Countries; Media Research; Newspapers; *Press Opinion; Q Methodology; *World Affairs; World Problems
IDENTIFIERS- Broadcast Journalism; *China; *International Communication; MacBride Commission Report; New World Information Order

To examine Chinese journalists' opinions on a variety of global communication issues, a study interviewed 38 newspaper and broadcast journalists in Beijing, China, as well as advanced journalism students preparing for careers with "China Daily" or "Xinhua." Analysis used William Stephenson's Q-methodology, an analytic technique that correlates and factors responses of individuals for the purpose of identifying patterns of opinion about a specified universe. Global issues were taken from the MacBride Report (published in 1980 as "Many Voices, One World"), and consisted of a set of 60 statements or recommendations grouped into the following categories: (1) strengthening independence and self-reliance; (2) social consequences and new tasks; (3) professional integrity and standards; (4) democratization of communication; and (5) fostering international cooperation. Three factors emerged from the study, representing essentially three different orientations to global communication issues: "liberalists," who favor democratization and independent journalism; "internationalists," who stress the role of professional communicators in achieving regional and global cooperation; and "developmentalists," who see communication systems contributing to nation building and are not averse to internal controls. All groups are also "integrationists," interested in strengthening the nation. Findings also indicated that the perceptions of Chinese journalists toward major issues of international communication are not necessarily consistent with the official viewpoints of the Chinese government. (Two tables of data and 25 references are attached.) (MM)

ED 309 472 CS 506 688

Riffe, Daniel
News Media Adversary and Consensus Roles, and Legislator Use of News Media for Job Information.
PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Sources; *Legislators; Mail Surveys; *Mass Media Role; *Mass Media Use; *News Media; Questionnaires; State Officials; State Surveys
IDENTIFIERS- *Alabama; *Consensus

A study examined how Alabama legislators' ratings of news media for job-relevant information correlate with their views on news media adversary and consensus agent roles. Eighty-two questionnaires (out of 140 mailed) were completed by Alabama state representatives and senators for a return rate of 59%. Results suggested that lawmakers who believe news media do adversarial reporting are more unlikely or unwilling to credit them with providing useful job-relevant information, while lawmakers who do use news media for job-relevant information were significantly less likely to describe those media as engaging in aggressive, watchdog reporting. Results also indicated that the belief that news media function as agents of community consensus is correlated with use of media, thus making it possible for those media to serve as constituent-legislator links. Results suggest an interesting consequence of the adversary posture many news media take: that stereotyping of news media as adversaries may preclude the news media from serving what could be an important "linkage" function. (Four tables of data and 38 notes are included.) (SR)

ED 309 473 CS 506 689

Katz, Helen
Who Owns What--An Initial Inquiry into Current Crossownership among Leading Companies in Cable Television.

PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cable Television; Information Sources; *Mass Media Role; Media Research; Newspapers; Organization Size (Groups)
IDENTIFIERS- Federal Communications Commission; First Amendment; *Media Exposure; *Media Ownership

Despite longstanding interest in cable television regulation, little has been investigated concerning crossownership of cable with other media properties. A study examined the issue from economic (antitrust) and First Amendment (diversity of sources) perspectives. Data on where the cable companies' franchises were located and in what other media the firms were involved were obtained mainly from "Advertising Age," which listed the top 30 media companies in cable. Information was also solicited directly from the companies. Analysis showed that almost all top 30 media companies in cable have significant holdings in other media, within the same state or even in the same location, raising serious questions about maintaining media exposure to a wide variety of ideas. (Four tables of data are included.) (MS)

ED 309 474 CS 506 691

Wittebols, James H.

The Politics and Coverage of Terror: From Media Images to Public Consciousness.

PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Broadcast Television; Classification; *Mass Media Effects; *Mass Media Role; Media Research; Models; News Media; Public Opinion; Television Viewing; *Terrorism
IDENTIFIERS- International News; *Media Coverage; Media Government Relationship; *Media Responsibility

This paper presents a typology of terrorism which is grounded in how media differentially cover each type. The typology challenges some of the basic assumptions, such as that the media "allow" themselves to be exploited by terrorists and "encourage" terrorism, and the conventional wisdom about the net effects of the media's portrayal of each type of terrorism. The model emphasizes the amount of coverage each form of terrorism receives, the flavor or tone of the coverage, and the political effects of such coverage in influencing public opinion and consciousness. The paper discusses two types of terror: grievance terror, identified as terror which challenges power, and institutional terror, which seeks to maintain the status quo and power. The paper concludes that in assessing the net effects of the way terrorism is covered there are several dimensions: a de-emphasis and reframing of United States/state sponsored terror, the portrayal of anti-United States grievance terror as irrational and without just cause, and a siege mentality among the larger population resulting from the way news skews the coverage toward grievance terror committed against U.S./Western interests and away from terror resulting from United States government policies. Fifty-six references are appended. (MS)

ED 309 475 CS 506 694

Markham, Reed
Principles of Speechwriting: Effective Speechwriting Elements.

PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Audience Awareness; Figurative Language; *Persuasive Discourse; *Public Speaking; Writing (Composition); *Writing Skills
IDENTIFIERS- *Speech Writing

A speechwriter who prepares a text for public address should first consider whether he or she is going to deliver the speech personally and should be careful to select a topic which the potential audience will not strongly oppose. From the introduction of a speech to its conclusion, a speechwriter should have definite goals, present an appropriate discussion of the topic, and maintain an awareness of the personal characteristics of the speaker. To evaluate a speech, a public address critic should examine the use of five supporting elements of the text: (1) illustration; (2) definition; (3) analogies; (4) statistics; and (5) language. In essence, effective speechwriters will assume a role: to some extent they must be able to impart confidence and to sense the character of an audience. (NKA)

ED 309 476 CS 506 701

Basil, Michael D.
Primary News Source: Question Wording, Cohort and Displacement Effects.
PUB DATE- Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiences; Cohort Analysis; *Information Sources; *Mass Media Use; Media Research; *News Media; News Reporting; Use Studies
IDENTIFIERS- Cohort Differences; *Media Adoption; Media Analysis

A study examined the shift of the United States public's primary news source from newspapers to radio and then to television between 1937 and 1987 to determine the validity of the generally accepted explanation that people have shifted media (displacement). Two alternative processes were discovered that could also account for this phenomenon: (1) the wording of the question has changed, and (2) people have grown up with different media--a "cohort" effect. A cohort analysis of the original Roper Poll data collected between 1937 and 1987 revealed that question wording differences, differences across cohorts, and displacement effects within cohorts were each responsible for some of this change in primary news source. The results also suggest that television has displaced radio more than newspapers, compatible with the concept of a functional equivalence between the two electronic media. (Five figures, 7 tables of data are included; 38 references are attached.) (Author/KEH)

ED 309 477 CS 506 703

Lazier-Smith, Linda

Demographics vs. Demigoddesses: A New "Generation" of Advertising Images to Women.

PUB DATE- Aug 89

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Advertising; Comparative Analysis; Content Analysis; *Cultural Context; Females; Mass Media Effects; Media Research; Periodicals; *Sex Bias; Sex Stereotypes

IDENTIFIERS- *Advertisements; Media Appraisal; Media Imagery; Status Quo

To answer the question of whether today's ads are culturally faithful in the depiction and portrayal of women, a study compared the findings of two 1970s studies of advertisements in four national magazines--"Ms., " "Playboy," "Time," and "Newsweek" as well as a film reflecting the findings--with a replication of studies done in the 1980s. In the new study, 10 ads from each monthly issue of each magazine for 1 year (1986-87) were coded, and a scale that attempted to "measure" sexism was applied. Content analysis revealed that: (1) advertising does reflect a cultural faithfulness, but not demographics or being "true to the facts of customary beliefs, social forms and material traits"; (2) the ads reflected the culture's stereotypes, bigotries, dominant values, sexism, chauvinism, and biases; (3) the ads also reflected the traditional balance of power, a tendency toward the status quo, and the confusion in the culture concerning women's role; and (4) although the demographics (the math) has changed dramatically, the attitude (the mentality) has not. (One table of data is included, and 23 references are appended.) (MS)

ED 309 478 CS 506 705

Dick, Steven; Greenwood, Keith
The New Marketplace of Ideas: Telco Ownership in Electronic Publishing.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Cable Television; *Electronic Publishing; *Federal Regulation; *Freedom of Speech; Media Research; Technological Advancement; *Telephone Communications Industry; Telephone Communications Systems
IDENTIFIERS- Federal Communications Commission; First Amendment

As new technologies find new markets, the telecommunications field must deal with definitional problems and with challenges to existing regulation. This paper looks at the fields of cable television and telecomputing, and approaches to their regulation, in order to shed light on the question of telephone companies' (telcos) potential involvement in electronic publishing. Following an introductory section, the first section deals with the First Amendment and the media. The cable television monopoly is the topic of the second section; a third section discusses telecomputing. The telephone monopoly is treated in the fourth section, and the future of electronic publishing in the fifth. The conclusion asserts that telco exclusion from electronic publishing is no longer constitutional, and that telcos should be free to enter electronic publishing with any regulations on that freedom narrowly tailored to suit the specific threats telcos pose in the communications marketplace. Fifty-seven notes are included. (SR)

ED 309 479 CS 506 709

Reece, Bonnie B.; Rifon, Nora J.

Deception in Brand Names: Do Print Ads Clarify the Nutrition Claims?

PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Communication Research; Consumer Protection; *Deception; Information Sources; Marketing; Media Research; *Nutrition
IDENTIFIERS- Advertisements; Advertising Effectiveness; *Brand Name Products; *Brand Names

To learn whether the problem of misunderstanding in brand names might be caused by the content of advertisements or whether it stemmed from a failure in the exposure-processing chain with respect to the effect of the ads on consumers, a study investigated the extent to which marketers provide information in their advertising that clarifies the meanings of their brand names. The advertisements selected for inclusion in the study were all taken from the 12 most recent monthly editions of "Better Homes and Gardens" and "Good Housekeeping." A content analysis was done on 52 print advertisements for 39 products. Results indicated that (1) 40% of the ads provided no clarifying explanation; (2) 20% of the ads provided only a partial explanation; and (3) 60% of the ads provided only partial or no explanations of ambiguous brand names. (One table of data is included.) (MS)

ED 309 480 CS 506 712

Whitlow, S. Scott; Van Tubergen, G. Norman

Ethics and the Exercise of Responsibility among Entrepreneurs in New Ad Agencies.

PUB DATE- Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Business Responsibility; Communication Research; *Entrepreneurship; *Ethics; *Legal Aid; Occupational Surveys; *Small Businesses
IDENTIFIERS- *Advertising Agencies; Descriptive Research

To seek insight into the ethical and risk-taking orientations of advertising agency entrepreneurs, a study focused on the impact of these orientations on the entrepreneur's practices and perceptions of responsibility surrounding client legal services. Subjects, 152 entrepreneurs at 152 start-up agencies (defined as having six or fewer employees and being less than three years old), participated in a phone interview. Findings included the following: (1) only 11% of the small agency entrepreneurs (SAE) report having a formal code of ethics during their start-up years; (2) 61% of the respondents believed ethical guidelines would be of some value; (3) 36% appeared to be relatively high in risk-taking, 51% describe a comparatively moderate risk-taking profile of themselves, and the rest were clustered as relatively low risk-takers; and (4) in regard to obtaining legal counsel for agency advertisements, 37% keep an attorney on retainer, 30% use an attorney for general operation needs, and the remainder did not use an attorney for such advice. (Two tables of data are included, and 26 references are appended.) (MS)

ED 309 481 CS 506 717

Martinson, David L.; Ryan, Michael
Practitioners' Use of Research and Theory in One-Way and Two-Way Environments.
PUB DATE- Aug 89

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Occupational Surveys; Organizational Climate; *Public Relations; *Research and Development; *Social Science Research; *Theory Practice Relationship
IDENTIFIERS- Professional Concerns; Research Integration

A study explored whether public relations practitioners in one-way environments (press agentry/publicity and public information) and in two-way environments (asymmetric and symmetric) have different general attitudes toward research and whether they use social science techniques differently. A mail survey of 200 randomly chosen public relations persons (of whom 111 responded for a return rate of 56%) examined the extent to which they understand, use, and conduct research; the extent to which they use applied versus theoretical research; and the type of environment in which they work. Results indicated that practitioners in one-way environments have less favorable attitudes toward research techniques than do those in two-way environments, and that they work in public relations departments which are less likely to use theoretical research to solve immediate problems or in long-term planning. (Three tables of data and 11 notes are included.) (SR)

ED 309 482 CS 506 729

Hongcharu, Boonchai

High Definition Television: A New Challenge for Telecommunication Policy.

PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Broadcast Industry; *Broadcast Television; Futures (of Society); Mass Media; Mass Media Role; *Technological Advancement; Technology; *Telecommunications; Video Equipment
IDENTIFIERS- Government Industry Relationship; *High Definition Television; Media Government Relationship

The telecommunications industry has now entered the most critical period of evolution in television technology since the introduction of color television. The transition to high definition television (HDTV), with related technologies such as semiconductors and computers, would mean a multi-billion dollar business for the telecommunications industry. With its enormous economic impact, HDTV now becomes one of the most important policy issues of the nation. HDTV is both visual-and-audio-improved television with a wider aspect ratio. However, this advanced television requires a new transmission standard and more spectra. Currently, broadcasters, direct broadcast satellite operators, cable and telephone companies, as well as HDTV production equipment and videocassette recorder manufacturers, compete with one another to have a share in HDTV business. With its tremendous impact on the American economy, HDTV should be guided by the appropriate public policies from government and industry. Some suggestions for government policies are outlined under the following headings: government-industry cooperation; government funding; tax incentives; legislation; relief of the antitrust laws; and international cooperation and technology transfer. It is expected that the government will pay more attention to the rapid progress in the telecommunication industries and come up with appropriate policies and actions in the near future. HDTV represents a major policy and economic challenge to America at this time. (Twenty-eight references are appended.) (MS)

ED 309 483 CS 506 731

Matera, Frances R.; Salwen, Michael B.
"Speaking Up" for One's Views: Support for Radio Marti among Miami's Cubans and Non-Cubans.
PUB DATE- 12 Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Communication Research; Community Surveys; *Cubans; *Disclosure; Hispanic Americans; *Interpersonal Communication; *Majority Attitudes; Multiple Regression Analysis; *Public Opinion; Speech Communication
IDENTIFIERS- Florida (Dade County); *Radio Marti; *Spiral of Silence Model

To test the spiral of silence model (which asserts that an individual's expression of his or her opinion is a function of his or her perception of majority opinion), a study examined opinions regarding Radio Marti--the Voice of America's special broadcast service to Cuba--in Dade County, Florida. A random sample of 407 respondents (42% Cuban, the remainder non-Cuban) was intereviewed by telephone representing a response rate of 81%. Findings provided only limited support for the spiral of silence model. As hypothesized, respondents who favored Radio Marti and perceived majority opinion to favor it also were more willing to express their opinions publicly about Radio Marti than other respondents. However, respondents who did not favor Radio Marti and perceived majority opinion not to favor it also were least willing to express their opinions publicly about Radio Marti. The second hypothesis (that Cuban-Americans, coming from a political culture that encourages public expression of political opinions, would be less susceptible to the spiral-of-silence effect) was thus rejected, since Cubans' willingness to express their opinions publicly about Radio Marti was not a function of their personal opinions. (Four tables of data are included, and 37 references are attached.) (SR)

ED 309 484   CS 506 734

Langmeyer, Lynn
Gender Stereotypes in Advertising: A Critical Review.

PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (35th, Washington, DC, March 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Advertising; Literature Reviews; *Marketing; Mass Media Use; *Media Research; Research Problems; Sex Differences; *Sex Role; *Sex Stereotypes
IDENTIFIERS- Advertisements; Market Research; Print Media

Television and television advertising, because of their pervasiveness and intrusiveness, have been identified by many as potent, formative, and usually negative influences within our culture. Print media, including magazine advertising, although perhaps less potent, are perceived as equally important. The effects of gender portrayals on audiences are a major concern to advertising and marketing researchers because there is an assumption that negative reactions to portrayals are related to negative consumption attitudes and behavior. A review of the literature shows that researchers, however, have been very slow to tackle the question of effects and consequences, and research objectives have centered on the identification and examination of role portrayals. Gender role research tends to be nose-counting and when it is not, results are contradictory and generally confined to narrow considerations. Despite the definitional, procedural, analytical, and conceptual problems associated with this research, the presence of advertising stereotypes can be clearly demonstrated. It is time to move on to the question of "effects," regardless of the difficulties likely to be encountered. (Fifty-four references are attached.) (MS)

Sneed, Don; Stonecipher, Harry W.
Prisoner Fasting as Symbolic Speech: The Ultimate Speech-Action Test.
PUB DATE- 11 Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Disobedience; *Civil Rights; Communication Research; Court Litigation; *Freedom of Speech; *Government Role; Legal Problems; Prisoners; *Speech Acts; *Symbolism
IDENTIFIERS- First Amendment; *Prisoner Fasting; Prisoners Rights; *Symbolic Speech

The ultimate test of the speech-action dichotomy, as it relates to symbolic speech to be considered by the courts, may be the fasting of prison inmates who use hunger strikes to protest the conditions of their confinement or to make political statements. While hunger strikes have been utilized by prisoners for years as a means of protest, it was not until 1982 that the courts attempted to define the rights of such protestors or to sort out the countervailing state interests leading to force-feeding, the state's usual response to such dissent. The central question is: How have the courts in recent decisions balanced the expression and privacy claims of the fasting prisoner with the state's interest in suicide prevention, maintaining order and security in prisons, and the state's obligation to protect the health and welfare of persons in its custody? Recent court decisions that involve inmate hunger-strikers who claim that their fasting deserves constitutional protection as symbolic speech and that force-feeding amounts to an invasion of privacy indicate that the balance has tipped strongly in favor of prison officials who carry out state interests. It is also evident from recent cases that when free expression consists largely of conduct, the courts feel that the state has a broad power to regulate such conduct without infringing upon First Amendment protection. (Eighty-eight notes are included.) (MS)

ED 309 486 CS 506 737

Newhagen, John E.; Reeves, Byron
Emotion and Memory Responses for Negative Political Advertising: A Study of Television Commercials Used in the 1988 Presidential Election.
PUB DATE- 10 Aug 89
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Research supported by a grant from the National Advertising Research Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; *Mass Media Role; Political Candidates; Political Influences; *Presidential Campaigns (United States); Recognition (Psychology); *Television Commercials
IDENTIFIERS- *Advertising Effectiveness; *Political Advertising; Political Communication; *Political Rhetoric

A study tested the relationships between emotion in political television commercials, viewer memory, and evaluations of those advertisements. Subjects were in two groups, one of 31 undergraduates and one of 30 adults from the local community. Subjects in the first group were shown 34 different political ads followed by 28 30-second advertisements. Subjects in the second group were shown a videotape, given instructions and practice sessions, and asked to fill out a questionnaire before being shown a second videotape containing pictures and sound bites from the ads. Recognition of visual and audio information in 28 Bush-Dukakis commercials was generally quicker and more accurate for negative messages than for positive ads, or for ads that combined positive and negative information. There were three categories of messages: ads negative throughout, ads positive throughout, and ads that began negative and finished positive. In the case of negative and positive ads, ratings steadily increased during the first 20 seconds, peaked, and then declined for the remaining 10 seconds. Ratings for negative-positive ads began negative and ended positive, but never achieved the intensity of the other two categories. "Liking" during the last 10 seconds was negatively related to recognition memory for material in the commercials. (Three figures and two tables of data are included; 49 references are attached, as well as an appendix listing political ads used as stimulus material.) (KEH)

ED 309 487 CS 506 738

Schaible, Lynn Zoch; Russell, Maria P.
What Do Women Want? A Survey Report on the Satisfaction Levels of Women in Public Relations Education.
PUB DATE- 12 Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Career Planning; Higher Education; *Job Satisfaction; Mail Surveys; *Public Relations; Sex Differences; *Teacher Attitudes; Teacher Morale; *Women Faculty

A study examined whether women who teach public relations are satisfied in their teaching careers. Subjects, 113 women faculty teaching public relations, responded to a survey on satisfaction and morale, as well as to questions about the respondents' plans for the future. Results indicated that women who are currently teaching public relations in American colleges and universities are very satisfied with the classroom experience, the lifestyle that academic life affords, and the psychic rewards that accompany teaching, but less satisfied with many of the institutional and administrative components of their career choice. (Ten tables of data are included, and 13 references are appended.) (MS)

ED 309 488 CS 506 741

Moriarty, Sandra; Popovich, Mark
Newsmagazine Visuals and the 1988 Presidential Election.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Illustrations; Journalism; Media Research; News Media; *Periodicals; *Photographs; *Political Candidates; Political Influences; *Presidential Campaigns (United States)
IDENTIFIERS- *Newsmagazines; Political Image; *Visual Journalism

A study examined newsmagazines' visual coverage of the 1988 election to determine if patterns of difference in the visual presentation of candidates existed. A content analysis examined all the visuals (photographs and illustrations) of the presidential and vice-presidential candidates printed in three national weekly newsmagazines--"U.S. News and World Report," "Time," and "Newsweek"--between the Labor Day kickoff and a week after the general election (September 5 to November 21). Every photo containing a candidate's picture was included, and each photo was coded for the candidate, magazine, publication date, size (in picas) and 15 visual attributes. Results indicated that the three newsmagazines displayed no significant differences in how they covered the campaign. Presidential candidates received significantly more coverage than did vice-presidential candidates in all three publications, and Republican candidates were pictured more often than Democrats. The number of pictures differed significantly from one candidate to the other, but the presidential debates had no effect on the number of pictures published by each magazine. George Bush's campaign photos were significantly larger than those of Michael Dukakis. Bush received better page position; he appeared more cheerful in his visuals; and he received better camera angles than did Dukakis. In the vice-presidential campaign, Lloyd Bentsen's visuals were virtually absent from the coverage. (Six tables of data are included.) (KEH)

ED 309 489 CS 506 742

Masterman, Len
Impact of Mass Communication Media on Curriculum Development and Educational Methods. UNESCO European Workshop (Tutzing, West Germany, November 17-20, 1986). Final Report.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Educational Sciences, Contents & Methods of Educ.
PUB DATE- Nov 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Educational Methods; Elementary Secondary Education; Global Approach; Higher Education; *Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use
IDENTIFIERS- *Media Education; UNESCO

This paper attempts to distill and develop the findings of the UNESCO European Workshop on "The Impact on Curriculum Development and Educational Methods of the Information Conveyed by the Mass Communication Media," held in November 1986. The paper is organized around the five main areas of discussion at the conference: (1) the nature of media "impact"; (2) the impact of media on the curriculum: the current situation; (3) specialist and non-specialist uses of the media in Curriculum Development; (4) the impact of media on pedagogic methods; and (5) linking the worlds of media and education. Each section deals with the main issues and arguments raised during the conference and ends with a number of concrete proposals for future action. (Seventeen notes are included.) (SR)

ED 309 490 CS 506 744

Smith, Conrad

Brave Firefighters, Endangered National Icons and Bumbling Land Managers: Network TV Myths about the 1988 Yellowstone Wildfires.

PUB DATE- 13 Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Television; Content Analysis; Fire Fighters; Fire Protection; *Information Sources; *Mass Media Role; Media Research; *News Reporting; News Writing
IDENTIFIERS- Journalism Research; Journalists; *Media Coverage; Media Ethics; *News Sources; News Stories; Television Networks; Television News; Yellowstone National Park

Research shows that reporters often seek out the most available news sources rather than those who have the most expertise, that journalists tend to focus on specific events rather than the context in which they occur, and that news stories are presented as stylized social constructs rather than as factual accounts of what happened. A study examined evening network television stories about the 1988 Yellowstone Park wildfires as a case study in the sociology of news. Four panels of experts (fire incident commanders and forest ecologists) were assembled to examine and evaluate videotaped network evening news stories about the Yellowstone fires on five-part Likert-type scales. To get journalists' perspectives, telephone interviews were conducted with the correspondent from each network who reported the largest number of stories about the fires and also with either a producer or regional bureau chief at each network who supervised coverage of the fires. Further information was obtained in personal interviews with key Yellowstone Park officials who dealt with reporters during the fires. Analysis showed that the TV networks covered the fires in a stylized and stereotyped way. The news stories did a poor job of serving educated nonspecialists seeking the information necessary to arrive at informed conclusions about the relevant ecological issues and related land management policies. (Four tables of data and 35 notes are appended.) (MS)

ED 309 491 CS 506 746

Lindstrom, Anna K. B.; Samovar, Larry A.

Cultural Perspectives on Love.

PUB DATE- Feb 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; *Cross Cultural Studies; Cultural Context; *Cultural Differences; Foreign Countries; Higher Education; *Intercultural Communication; Interpersonal Relationship; Metaphors
IDENTIFIERS- India; Iran; Japan; *Love; Norway

To examine how different cultures define and express love, a study focused on the discourse concerning love as advanced by four students from India, Iran, Japan, and Norway. The discourse was recorded on two different occasions: an extended interview about students' perceptions of love both in their countries and in the United States; and a panel discussion on the subject of love. The tapes yielded one hour of discourse which was analyzed as a means of isolating likenesses and differences in how cultures perceive and signal love. The discourse was examined by combining B. Brummett's "consensus criticism" and G. Lakoff and M. Johnson's theory of metaphors. Analysis revealed that international students used four dominant metaphors in their perceptions as well as expressions of love: love as a product; love as play; love as a contract; and love as responsibility. This finding reveals the important role metaphors play in intercultural communication. (MM)

ED 309 492 CS 506 760

Lau, Tuen-yu
Chinese Communication Studies as a Field: A Citation Analysis of Chinese Communication Research in English-Language Journals.
PUB DATE- Aug 89
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Chinese Culture; *Citation Analysis; *Citations (References); *Communication Research; Foreign Countries; *Scholarly Journals
IDENTIFIERS- *China; *Co Citation Analysis; Journalism Research

To identify: (1) the disciplines integrated in Chinese communication studies; (2) the contribution of Chinese studies and communication journals and authors to the field; and (3) active research areas, a study employed the citation and co-citation network analysis method. The study selected articles about Chinese communication in 11 Chinese/Asian studies journals and 13 journalism/communication journals. From these articles, 561 citations were used in the analysis. The study covered Chinese communication studies between 1931 and 1987. Findings showed that: (1) in terms of disciplines, Chinese history was the most cited discipline, followed by journalism and communication; (2) cross-journal activities between communication and Chinese studies journals were few; (3) authors' academic affiliation indicated a lack of exchange between communication and Chinese studies authors; (4) there was an almost non-existent co-citation network; and (5) thus far there is no major research front, "hot topic," or classic work in Chinese communication studies. (Fourteen tables of data and two figures are included, and the Chinese Communication Co-Citation Study Coding Form is appended.) (Author/MS)

ED 309 493 CS 506 761

Koziol, Robert V.
English/Language Arts Teachers' Views on Mass Media Consumption Education in Maryland High Schools.

PUB DATE- Aug 89
NOTE- 69p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; High Schools; High School Students; Language Arts; *Mass Media; Mass Media Role; Mass Media Use; Occupational Surveys; Secondary School Curriculum; *Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Maryland; Media Courses; *Media Education; *Media Literacy

A study examined the views of English/Language Arts teachers in Maryland high schools with respect to mass media consumption education. On the basis of taped interviews and completed questionnaires from 104 teachers (a 39% response) from 26 public and private high schools in 9 counties and Baltimore City, most teachers indicated they did not know of any published mass media curriculum in their county, but a high percentage did include mass media in their courses, with newspapers, magazines, and television topping the list. A majority of teachers also thought their students consumed 20 hours or more of mass media per week and that teaching mass media raised student interest level and was a good preparation for life in a media-oriented society. The negative views by teachers, however, centered around mass media instruction not being part of an established curriculum, the unavailability of necessary background material or training, and the lack of room in the curriculum for mass media. Finally, the respondents thought mass media consumption education was desirable, perhaps on a limited basis, and said they would at least consider more mass media instruction if they were supplied more background and/or information. (Ten illustrations are included; an appendix which contains the questionnaire on mass media consumption and 66 references are attached.) (KEH)

ED 309 494 CS 506 767

Womack, David L.

Live Interviews Conducted at the 1988 GOP Convention by ABC, CBS, NBC, and CNN.

PUB DATE- 13 Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *Cable Television; *Interviews; Mass Media Role; *News Reporting; Politics; *Presidential Campaigns (United States)
IDENTIFIERS- *Live Broadcasts; News Sources; Political Party Conventions; *Republican Party; Television Networks

To compare broadcast coverage of the 1984 and 1988 GOP Conventions, a study asked three research questions: (1) Did live interviews represent the same number of sources interviewed during broadcasts of the 1988 GOP convention by the four networks as during the 1984 convention? (2) Did 1988 live interview sources have the same distribution with respect to race, sex, and status, as 1984 GOP interview sources? and (3) How much success did floor reporters at the convention have in getting the sources they selected for their live interviews on the air? Broadcasts of the convention were recorded on videotape from on-air signals from New Orleans' three network-affiliated stations (ABC, CBS, and NBC) and from a cable system for CNN. The interviews analyzed were the population of live interviews broadcast during the GOP convention by all four networks. Results indicated that, overall, the networks did not act significantly differently in selection of sources for live interviews based on the race or sex of the news source (sources were overwhelmingly white males), but that they did act differently as to selection of sources based on status, with congresspersons and senators the largest percentage of sources, and with a trend toward more interviews of professional campaign staff members. Results also indicated that CNN floor reporters felt they had good success in getting sources they deemed to be newsworthy on the air. (Ten tables of data are included.) (SR)

ED 309 495 CS 506 768

Smith, William Edward
The Shrinking Sound Bite: Two Decades of Stylistic Evolution in Television News.
PUB DATE- 13 Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *Cable Television; Content Analysis; Editing; *News Reporting; *Presidential Campaigns (United States); Technological Advancement
IDENTIFIERS- Media Coverage; *Sound Bites; *Television News

The 1988 presidential campaign provoked a flurry of popular press criticism directed at the heavy use by television news of short "sound bites" from candidates. A study examined the following questions: (1) Has the number of sound bites in network evening newscasts increased over the past 20 years? (2) Has the length of the average sound bite decreased over the same time period? (3) Has the proportion of newscast time devoted to sound bites changed? (4) If these changes have occurred, are the changes similar for campaign and non-campaign stories? (5) Has the amount of newscast time devoted to campaign coverage changed? and (6) Are the changes that have occurred correlated with technological developments? Abstracts and tapes of newscasts of the final full week of each presidential campaign from 1968 to 1988 were content analyzed. Results showed that the use of sound bites has nearly tripled over the past 20 years; that sound bites are getting shorter--in 1988 they were only one third as long as the average in 1968; that the proportion of time in the typical newscast devoted to sound bites decreased about nine percent from 1968 to 1988; that campaign stories tend to have considerably more sound bites than other domestic stories; that campaign news dominated the nightly news in the final week before the election in each of the years analyzed; and that technological changes have driven the trend to more, shorter sound bites. (Six tables of data are included and 17 references are attached.) (SR)

ED 309 496 CS 506 769

Dowdy, Earl

School Computer Networks: Electronic Publishing and Legal Liability in the Public School.

PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; Desktop Publishing; *Electronic Publishing; Elementary Secondary Education; Institutional Role; Legal Problems; *Legal Responsibility; *Public Schools; *Student Publications
IDENTIFIERS- Libel

This paper explores questions of institutional responsibility and the potential for legal liability falling on public school institutions as a result of their involvement with computer-networking technology. First, the paper examines the doctrine of sovereign immunity to understand the limits of government responsibility for damages in this context. Second, the separate liability of school officials and employees is discussed. Third, ways of using computer networks are related to questions of legal liability, with particular focus on the issue of electronic publication of defamatory statements. Fourth, the paper addresses how school authorities might balance protection against liability with the constitutional rights of students. Lastly, some guidelines are proposed for the prudent control of school computer networks. Seventy-two notes are included. (SR)

ED 309 497 CS 506 771

Asahina, Roberta R.
The Creative Evolution of the 15-Second Television Commercial: Creative Structure and Impact upon the Shorter Message Format.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). For a previous related study, see ED 283 166.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Commercial Television; Marketing; Media Research; Occupational Surveys; Programing (Broadcast); Statistical Analysis; *Television Commercials
IDENTIFIERS- *Advertisements; Advertising Effectiveness

A two-fold statistical analysis examined the creative development of the 15-second television commercial, providing a follow-up to a similar study conducted in 1986. Study 1 of the present analysis examined 335 actual 15-second spots extracted from 30 hours of network daytime and primetime programming in the fourth and first quarters of 1988-1989. Each spot was analyzed for product category, message objective, creative format, and structure. Results indicated that food products and fast food chains, personal care and cosmetics, and over-the-counter medicines are the products most used in 15-second commercials. In study 2, a 17-item questionnaire solicited the executive opinions of 300 major advertising agencies' creative directors who write and produce 15-second spots. The overall consensus of creative directors is that production technique is second to the creative idea. Directors indicated that package goods are best suited for 15-second commercials, followed by automobiles and beverages. Findings provide insights to the creative evolution of the 15-second television commercial and the impact of the shorter time frame upon creative development and production. (Nine tables of data are included; 22 references are attached.) (MG)

ED 309 498   CS 506 775

Hudson, Jerry C.; Saathoff, Roger C.
How Newspaper Advertising Sales Managers Spend Their Time: A Pilot Study.
PUB DATE- Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Administrator Responsibility; *Administrators; *Advertising; *Newspapers; Occupational Surveys; Personnel Management; Retailing; Sales Occupations; *Time Management
IDENTIFIERS- Management Practices; Time Studies

A pilot study examined how newspaper advertising sales managers in five southwestern states spend their time during a typical work day. Of the 360 questionnaires mailed, 176 responses were received. The largest number of responses (93) came from retail sales managers of newspapers in markets with less than 50,000 population. The questionnaire elicited both quantitative and qualitative data through both closed- and open-ended questions in seven categories. Respondents worked an average of 45 hours per week. Almost 14 hours each week were used in supervising personnel, while 11.92 hours were consumed each week in planning and setting goals. Sales managers spent 9.52 hours working with clients. Their remaining time was used in public relations (5.93 hours) and managing budgets (4.37 hours). Respondents were also asked to list their top five criteria for evaluating sales personnel, which were: sales ability and results, aggressiveness, communications skills, reliability, and confidence. (Eight tables of data are included.) (MG)

ED 309 499 CS 506 781

Jensen, Marvin D.

Teaching Oral Language Appreciation.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; College Instruction; Higher Education; *Language Attitudes; Language Enrichment; Language Usage; *Oral Language; Speech Communication; *Speech Curriculum; Teaching Methods
IDENTIFIERS- Speech Communication Education

Discovering pleasure in words should begin at a young age. But the discovery can continue among college students if oral communication courses offer parallels to the art and music appreciation courses which are part of most collegiate curricula. Some class activities which can enlarge appreciation of oral language are: (1) students may be assigned research reports in which they explore single words which are the essence of an entire philosophy or perspective; (2) students might be asked to examine a Shakespearean play to discover phrases which continue to enliven everyday speech; (3) students can study the drafts of master speakers to observe their search for the exact word or phrase to convey a particular meaning; (4) students can be exposed to contemporary authors and speakers reading their own work; (5) students can be asked to review the language of candidates in the last presidential campaign; and (6) students might increase their appreciation of language by looking at the lyrics which gave voice and definition to other times. A college oral communication classroom is an appropriate place to celebrate language so that students see it as a treasure instead of just a tool. (MG)

ED 309 500 CS 506 783

Sun, Hsiu-hui
Predictors of Learning from Public Service Announcements.

PUB DATE- Aug 89
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; Audience Response; Interviews; Mass Media Use; Media Research; *Memory; *Television Viewing

IDENTIFIERS- Knowledge Acquisition; *Message Perception; *Public Service Advertising

A study focused on predictors of people's learning from public service announcements (PSAs) seen on television. Telephone interviews were conducted with 480 adults randomly selected from residents in Dane County, Wisconsin, in October 1987. Typical demographic information was obtained: sex, age, income, occupation and education. Commercial slogans were provided to respondents and they were asked to name products and brands corresponding to those slogans. The degrees of attention to international affairs, and to national government and politics, local government and politics, were combined into an index to measure attention to television public affairs. Five-point Likert scale items were used to measure world view. People were asked to recall as many PSAs as they could and state what the PSAs tried to tell people to do. Results indicated that exposure to television public affairs is not correlated with awareness of PSAs. The regression analysis indicated that attention to public affairs contributed significantly to awareness and comprehension of PSAs. Other media predictors did not contribute significantly to the variation of comprehension. People who believe that the world is understandable were found to pay more attention to public affairs while fatalistic people appeared to be less likely to pay attention to television public affairs. It was found that interaction between "knowable world" and attention to public affairs does not play a role in affecting learning. When testing the interaction between fatalism and attention to public affairs there was a significant relation in the positive direction. (Fourteen endnotes and 12 tables of data are included; 48 references are attached.) (MG)

ED 309 501   CS 506 784

Shields, Carin K.
"Sports Illustrated": Is Every Team Treated Equally?
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Baseball; Content Analysis; Media Research; News Media; *News Reporting; Periodicals; Popular Culture
IDENTIFIERS- *Media Bias; *Sports Illustrated

A study examined whether "Sports Illustrated" offers a biased view of the sports world by focusing primarily on the eastern teams. The units of analysis were articles about Major League baseball appearing in the "Sports Illustrated" issues from late April to early October in the years 1975 to 1984. The teams were divided into three geographic regions: the east, the midwest, and the west. When the overall number of stories per division was analyzed, the eastern division contained the fewest number of teams, seven, and yet still received a greater combined total of stories (153 out of 409). When the subject and content of the stories were analyzed, the eastern teams also received the extra feature stories. In contrast, the stories about non-eastern teams consisted primarily of the team's or a single player's outstanding performance of that week or month and fluctuations in their division pennant race. A third analysis revealed that when stories are written about the non-eastern teams, they are often placed in discrete areas of the magazine. The majority of the articles about the eastern teams appeared as feature stories in the front. The study did not argue against the quality of the reporting done, but simply questioned the fairness of the coverage for each team and in the subjects reported. (MG)

ED 309 502 CS 506 800

Theatre Arts Framework, Kindergarten-Grade 12.
Texas Education Agency, Austin.
PUB DATE- Jan 89
AVAILABLE FROM- Texas Education Agency, Publications Distribution Office, 1701 N. Congress Ave., Austin, TX 78701-1494 (first copy free to authorized institutions, $2.00 for each additional copy).
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Dramatics; Cultural Education; Educational Resources; Elementary Secondary Education; Instructional Materials; Special Education; Teaching Methods; *Theater Arts
IDENTIFIERS- Drama in Education; *Texas

This framework provides an overview of the Texas fine arts curriculum and a detailed explanation of the theater arts program under recent legislative mandates and Texas State Board of Education rules. The guide is designed to assist elementary and secondary school administrators, supervisors, counselors, teachers, and education service center personnel in evaluating and improving present programs and in providing a foundation for establishing new ones. The guide presents and explains the five major components of theater programs: rationale, scope and sequence, management, teaching strategies, and resources. The teaching strategies cover creative drama, formal theater, linkage with other subjects, teaching toward mastery, special populations, assessment, theater attendance and theater appreciation, play selection and production, contests and festivals, and theater safety. (MS)

ED 309 503 EA 020 862

The Dutch Education System. Docinform No. 332 E.
Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE- 88
NOTE- 58p.; Publication replaces Docinform No. 331 E.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Curriculum; *Educational Administration; Educational Development; *Educational Finance; *Educational Legislation; Educational Planning; Elementary Secondary Education; Financial Support; Foreign Countries; Higher Education; *Participative Decision Making; Vocational Education
IDENTIFIERS- *Netherlands

This account of the education system in the Netherlands provides information on the administration and management of the system. The account is limited to a summary of the types of schools existing under current educational legislation. A general outline is also given of legislation and funding, the duration and nature of courses, and arrangements for participation in decision making by parents, students, and staff. A brief mention is made of important developments. The statistical information was taken from publications by the Central Bureau of Statistics. (SI)

ED 309 504 EA 020 964

Smith, Stuart C., Ed.; Piele, Philip K., Ed.
School Leadership: Handbook for Excellence. Second Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 ($15.95 prepaid; $2.50 domestic, $3.00 international, handling charge on billed orders; checks payable to ERIC/CEM Publications).
NOTE- 407p.; For individual chapters, see EA 020 965-979. For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Qualifications; *Administrator Responsibility; *Administrator Role; Communication Skills; Conflict Resolution; Decision Making; *Educational Administration; Educational Environment; Elementary Secondary Education; *Excellence in Education; Instructional Leadership; *Leadership Qualities; *Leadership Styles; Management Teams; Meetings; Personnel Management; Principals; Problem Solving; Racial Discrimination; *School Administration; Sex Discrimination; Superintendents; Theory Practice Relationship

Recognizing the importance of good leadership to the achievement of educational excellence, the second edition of this handbook synthesizes a large body of school leadership literature and explores the subject from three perspectives: the person, the structure, and the skills. Part I examines characteristics of today's educational leaders; effective leadership styles and qualities; administrator training, hiring, and induction methods; and the scarcity of female and black school leaders. Part II looks at the organizational supports underlying school leadership. This section examines the balance of authority between the central office and the school site, the team approach to management, the decision-making context, and the components of school climate. Part III highlights leadership abilities needed by today's school administrators. Besides knowing how to manage the school's instructional program and staff, administrators must be able to communicate in today's more open, sharing organization; build coalitions of community groups; make meetings more productive; and manage time, stress, and conflict more effectively. Concerned about integrating theory with practice, the book offers many practical suggestions for using the information presented. Accompanying each chapter are extensive bibliographical references that appear at the end of the volume. (MLH)

ED 309 505 EA 020 965

Mazzarella, Jo Ann; Grundy, Thomas
Portrait of a Leader.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 21p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Administrator Effectiveness; Administrator Evaluation; Administrator Selection; Communication (Thought Transfer); Educational Administration; Elementary Secondary Education; Environmental Influences; *Leadership Qualities; Personality Traits; Principals; *School Administration

Chapter 1 of a revised volume on school leadership, this chapter examines several kinds of leader characteristics: inherited traits and those springing from early childhood experience; attitudes toward relationships with other people; and qualities differentiating effective from ineffective leaders. Modern researchers tend to stress nurture over nature. Studies of biographical factors (IQ, birth order, childrearing styles, and socioeconomic variables) show that leaders are more intelligent than nonleaders, not first-born, used to making decisions from an early age, and from a higher socioeconomic group than followers. In the human relations area, leaders are above average at social interaction, are people-oriented, and are good talkers and listeners. Traits that distinguish effective from ineffective leaders include strong goal orientation, self-confidence, and proactivity--the ability to act, rather than passively react. Reasonable intelligence and good communication skills are worthy criteria for selecting, evaluating, and training school administrators. In promotion decisions, superiors should consider those with clear, well-articulated goals and the intitiative and determination to accomplish them. Although the above depiction of the "ideal" leader is sketchy, the composite picture may help administrators with evaluation and priority-setting tasks. (MLH)

ED 309 506 EA 020 966

Mazzarella, Jo Ann; Smith, Stuart C.
Leadership Styles.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 27p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Characteristics; Behavior Theories; Elementary Secondary Education; *Leadership Styles; Management Development; *Personality Traits; Principals; *School Administration; Superintendents
IDENTIFIERS- Flexibility

Chapter 2 of a revised volume on school leadership, this chapter reviews theories of leadership style--the way a leader leads. Although most experts agree that leadership style is important, they disagree concerning style components, leaders' capabilities for changing styles, the effects of personality traits on style, and the desirability of flexible styles. Style theories may be broadly categorized according to decision-making behaviors, views of subordinates, focus on work or people, and approaches to facilitating organizational change. Actually, effective leaderhip defies categorization; there is no ideal approach to fit all situations. Whether relation- or task-oriented, leaders need to adapt their styles to the management situation, to followers' maturity levels, and to other contingencies (role expectations, personality characteristics, time constraints, political considerations, and interpersonal tensions). Although leadership style theories differ significantly, all have implications for better leadership. Each can be used as a basis for training and selecting leaders and for enhancing one's own leadership style. (MLH)

ED 309 507 EA 020 967

Anderson, Mark E.
Training and Selecting School Leaders.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 34p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Education; *Administrator Selection; Aging in Academia; Elementary Secondary Education; *Excellence in Education; Leadership Qualities; *Principals; *School Administration

Chapter 3 of a revised handbook on school leadership, this chapter discusses the task of training and selecting the school principal--a key person in efforts to achieve educational excellence. Unfortunately, administrator training and selection methods are often ill-suited to developing and employing outstanding leaders. Traditional avenues to the principalship, including university coursework and teaching and administrative experience, have not proved satisfactory. Practitioners complain the most about deficiencies in graduate training. Three classroom bridging procedures (performance simulations, case studies, and games) offer some promising new training strategies. Various field-based experiences are also recommended, along with school district-sponsored programs. To make principal recruitment less haphazard, the applicant pool must be expanded through outside recruitment, career ladders, internships, and training programs. The principal selection process can be improved by revamping selection criteria and vacancy announcement, screening, and interviewing practices. Innovative principal induction programs, such as peer-assisted leadership, are also needed. Districts can help orient beginning principals by instituting buddy systems, structuring the workload, giving feedback, and developing professional growth plans. Practitioners anxious to capitalize on the coming "window of opportunity" offered by retiring principals can use the above strategies to assess the status of their methods for preparing, recruiting, selecting, and inducting principals. (MLH)

ED 309 508 EA 020 968

Coursen, David; And Others
Two Special Cases: Women and Blacks.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 24p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Characteristics; *Administrator Selection; *Blacks; Elementary Secondary Education; *Females; Principals; *Racial Discrimination; *Sex Discrimination; Superintendents

Chapter 4 of a revised volume on school leadership, this chapter discusses the relative scarcity of women and blacks in educational administration. After decades of civil rights legislation and women's movement activities, there are fewer women and minority school administrators than there were 35 years ago. Arguing persuasively for educational diversity, the chapter first examines the attitudes and practices impeding both groups' progress. Women have been hampered by sex role stereotyping; negative attitudes of superiors and coworkers; lack of networks and mentors; and school consolidation efforts, which often result in fewer available positions. Although women's representation in administration, especially the principalship, has improved during the 1980s, blacks' representation has increased only slightly. During the 1960s, after the Supreme Court's historic desegregation ruling, the number of black school principals in 13 southern and border states actually dropped over 95 percent. The legal system of segregation has been replaced by an urban residential segregation that relegates black administrators to mostly black schools. Black administrators share numerous problems: difficult and financially troubled schools, role ambiguities, and unrealistic expectations from others. Compared with women, there are fewer blacks and other minorities in the graduate training "pipeline" for administrative positions. Affirmative action programs have had limited effects during the 1980s. Recent progress toward establishing hiring priorties, eliminating pay inequalities, developing a candidate clearinghouse, improving recruitment methods, and revamping training and internship programs is assessed. (MLH)

ED 309 509 EA 020 969

Lindelow, John; Heynderickx, James
School-Based Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89

NOTE- 28p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Role; *Decentralization; Elementary Secondary Education; *Governance; *Institutional Autonomy; Participative Decision Making; *School Based Management; State Action
IDENTIFIERS- *California; Colorado; *Florida; Massachusetts; Oregon

Chapter 5 of a revised volume on school leadership, this chapter presents the case for school-based management, stressing the principal's central role. In site management, the school is the primary decision-making unit. Decisions concerning expenditures, curricula, and personnel are made by school site staff, with help from parents, students, and community members. Although the school board continues to formulate and define the district's policies and educational objectives, the central office role is altered from "dictator" to "facilitator" of individual schools' actions. School-based management tackles educational administration's highly bureaucratic structure by balancing decentralization and centralization, or autonomy and control. The development of school-based management in Florida and California districts is outlined. Three other systems, in Florida, Massachusetts, and Colorado are analyzed. New interrelationships among the school board, the central office, and the principal in school-based systems are discussed, along with three critical control areas (curriculum, personnel, and budget). Finally, the benefits of shared decision-making imparted by staff and community input and school-based management councils are outlined. (MLH)

ED 309 510 EA 020 970

Lindelow, John; Bentley, Scott
Team Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 19p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Responsibility; Boards of Education; Educational Administration; Elementary Secondary Education; *Management Teams; *Participative Decision Making; Policy Formation; Power Structure; Principals; School Administration; Superintendents; Trust (Psychology)

Chapter 6 of a revised volume on school leadership, this chapter defines and explains management teams and describes several successful examples of team management. Superintendents have come to rely on their management team's expertise to resolve increasingly complex policy, administrative, and instructional issues. Although team management has been variously defined, in this chapter the focus is on a formally constituted group of experienced central office and building level administrators committed to a structured decision-making process endorsed by the school board and the superintendent. Popular in the 1960s as a response to collective bargaining, team management has proved effective in broadening decision-making participation and improving administrative efficiency. Since team management approaches differ, each district must find a responsive model and modify it to meet district needs. Management teams vary according to membership and organization type, degree of power and trust, board-administrator agreement, decision-making style, and evaluation method. Successful team management demands strong commitment to trust and shared decision-making among all participants. Team design is also crucial, especially regarding communication channels. Successful team management efforts in Yakima, Washington; Rio Linda, California; and Attleboro, Massachusetts are described. All three examples feature a strong superintendent possessing sophisticated organizational skills. (MLH)

ED 309 511 EA 020 971

Lindelow, John; And Others
Participative Decision-Making.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 18p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Democratic Values; Elementary Secondary Education; *Participative Decision Making; Power Structure; *School Administration; School Effectiveness; *Teacher Administrator Relationship; *Teacher Participation

Chapter 7 of a revised volume on school leadership, this chapter advocates the use of participative decision-making (PDM) at the school site level, outlines implementation guidelines, and describes the experiences of some schools with PDM systems. A cornerstone of a reform movement to make organizational operations more democratic and less authoritarian, PDM may be excercised in various ways. It is an essential feature of both team and school-based management, and does not require significant alteration of the school governance power structure. Although the administrator in charge retains authority and responsibility for PDM-based decisions, the process is a high-risk undertaking. However, PDM has numerous advantages over more traditional methods, including better decisions, higher employee satisfaction, and better relations between management and staff. Guidelines for implementing PDM advise administrators to vary their decision-making styles and to proceed gradually toward PDM. Brief descriptions of a teacher leadership team in an Indianapolis (Indiana) high school, the School Improvement Process in Hammond (Indiana), the quality circles program in Oregon City (Oregon), and the Quality of Work Life process in Duluth (Minnesota), illustrate the effectiveness of the PDM technique for motivating others. (MLH)

ED 309 512 EA 020 972

Lindelow, John; And Others
School Climate.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 23p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Communication (Thought Transfer); *Educational Environment; Elementary Secondary Education; *Improvement Programs; Morale; *Organizational Climate; *Organizational Development; Outcomes of Education; Principals; *School Effectiveness; Student Attitudes; Student Behavior
IDENTIFIERS- *Organizational Climate Description Questionnaire

Chapter 8 of a revised volume on school leadership, this chapter defines school climate and suggests ways to improve the learning environment at the school building level. School climate is defined as the feeling an individual gets from experiences within a school system. More specifically, climate is the composite of norms, expectations, and beliefs characterizing the school social system as perceived by its members. Although experts differ over measurement techniques, several systems for characterizing organizational climate (by measuring staff communication patterns) have been devised. Two helpful instruments are the Organizational Climate Description Questionnaire and the National Association of Secondary School Principals school survey. Effective schools research findings show the influence of school climate on morale and educational outcomes. As a first step to improving school climate, principals must understand the cyclical, self-perpetuating nature of organizational climate and consider their role in the change process. Numerous climate improvement models exist, including organizational development, behavior modification, the Reaching Success through Involvement Program, and school climate improvement teams. Scanning the literature for administrator-generated articles can also provide practical suggestions. (MLH)

ED 309 513 EA 020 973

Weber, James R.
Leading the Instructional Program.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 36p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous

(Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Influence; *Cooperation; Department Heads; Educational Environment; Elementary Secondary Education; Excellence in Education; *Instructional Leadership; *Leadership Qualities; Mission Statements; *Principals; Teacher Participation

Chapter 9 of a revised volume on school leadership, this chapter focuses on the principal's instructional leadership goals and functions. Leading the instructional program requires both an understanding of educational technique and a personal vision of academic excellence that can be translated into effective classroom strategies. Research shows that principals can have a profound indirect effect on students' learning experiences. This influence is shaped by the community and institutional context and by the principal's management style and personal temperament. Of the many tasks performed by principals, five most clearly influence a school's instructional program: (1) defining the school mission; (2) managing the curriculum and instruction; (3) promoting a positive learning climate; (4) observing and giving feedback to teachers; and (5) assessing the instructional program. Principals' instructional leadership duties should not be overemphasized at the expense of unofficial leadership found in schools. The key to effective instructional leadership may well lie in principals' flexibility in sharing duties and their ingenuity at matching these duties with the appropriate department heads, assistant principals, or teacher committees. Understanding the critical leadership functions is a good first step toward creating an effective learning environment. (MLA)

ED 309 514 EA 020 974

Jensen, Mary Cihak
Leading the Instructional Staff.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 29p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; *Instructional Leadership; *Professional Development; School Effectiveness; *Teacher Dismissal; *Teacher Evaluation; *Teacher Selection; *Teacher Supervision

Chapter 10 of a revised volume on school leadership, this chapter considers the recruitment, evaluation, supervision, dismissal, and professional development of teachers. The chapter also summarizes practical wisdom on these topics and offers suggestions for administrators. Recruiting and selecting teachers may be the most critical tasks faced by school administrators. Because the teacher marketplace is increasingly competitive, aggressive recruiting is needed to obtain the best teachers, including minority candidates. Teacher selection is especially challenging due to teaching function complexity, insufficient attention to hiring, and inadequate selection techniques. To improve this situation, administrators must redesign interviews, beware of attraction to similarities, stress general cognitive ability and academic achievement, and require work sample measures. To help new teachers, induction programs promoting regular interaction among beginning teachers, administrators, and colleagues should be offered. These programs may feature mentor teachers, increased supervision and training, and/or support groups. Similar care must be given to teacher supervision and evaluation, whether summative (focused on authority) or formative (focused on teachers' professional development). Professional development requires a strong supervision component and solid district commitment. Process is as important as product. Schools that offer good working conditions will attract outstanding educators. (MLH)

ED 309 515 EA 020 975

Coursen, David; Thomas, John
Communicating.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 22p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Communication (Thought Transfer); *Communication Skills; Elementary Secondary Education; Group Dynamics; *Organizational Communication; Principals; *Public Relations; *School Community Relationship

Chapter 11 of a revised volume on school leadership, this chapter offers suggestions for administrators desiring to communicate more effectively with various groups within and outside the school. The most valuable business executives excel at giving employees timely feedback, accepting criticism without being defensive, speaking clearly and succinctly, expressing feelings and ideas openly, and being good listeners. These communication skills are as valued in educational organizations as they are in the business world. Meaningful communication is a two-way information-sharing process. To be effective communicators, administrators must be skilled at listening, asking questions, paraphrasing, agreeing and disagreeing, describing behavior and feelings, checking perceptions, and providing feedback. Improvement exercises are provided, along with the rationale for establishing positive in-school communication and basic principles for communicating with small groups and angry groups. Communication with the public is equally important. Pointers are provided for planning the public relations program, attending to informal messages, fostering two-way communications, handling the media, and conducting opinion surveys. Although communicating can be complex and even frustrating, there are rich rewards for administrator perseverance in this area. (MLH)

ED 309 516 EA 020 976

Thomas, John; And Others
Building Coalitions.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 21p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Responsibility; *Community Support; Cooperation; Elementary Secondary Education; *Institutional Cooperation; *Networks; Politics of Education; Public Agencies; *School Support
IDENTIFIERS- *Coalitions; *Partnerships in Education

Chapter 12 of a revised volume on school leadership, this chapter discusses ways for administrators to enlist community support through coalition-building. To counter insufficient tax revenues and citizen apathy, today's administrator must be a political strategist adept at identifying and recruiting potential school allies and helping divergent groups work collaboratively. Coalitions are variously named (partnerships, local education funds, alliances, or foundations) and serve many purposes. Coalitions may embrace a broad-based school improvement effort or attempt to accomplish specific objectives (such as passing a tax measure) or manage particular projects (such as an antidrug program). Coalitions may be formally constituted (like local education funds in urban areas) or informally organized to enlist school suport by targeting a specific community sector through networking activities. Initiators of coalitions may be school district officials or community leaders. If the district assumes the initiative, then it will have a major role in shaping the coalition. Chapter sections on initiating and operating a coalition and obtaining the support of key groups (parents, the power structure, local businesses, the school board, and other groups) are aimed at school leaders assuming the coalition-building initiative. (MLH)

ED 309 517 EA 020 977

Lindelow, John; Heynderickx, James
Leading Meetings.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 26p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Responsibility; Conflict Resolution; Decision Making; Elementary Secondary Education; Goal Orientation; *Leadership Responsibility; *Meetings; Problem Solving
IDENTIFIERS- Agendas

Chapter 13 of a revised volume on school leadership, this chapter offers suggestions to help educators improve their performance in meetings, both as group leaders and as participants. Well-run meetings can rejuvenate an organization, leading to improved teamwork, communication, and morale. A poor meeting, on the other hand, can have a debilitating effect on an entire organization. Education cannot afford the price of unproductive and unsatisfactory meetings. Instead, meetings must have goals and a purpose--ideally, to exchange information and ideas and to obtain a commitment for action. Meetings must also satisfy personal needs for affiliation, achievement, activity, and power. Choosing an appropriate leadership style and planning an agenda are essential. A meeting takes shape as the participants are invited, the seating arrangements are determined, the meeting room is arranged, and the agendas and background information are distributed. Using the agenda as a road map, the leader guides the group through the problem-solving and decision-making maze, remaining alert to negative energy and maintaining the group's equanimity as needed. As decisions are made, the leader helps designate responsibilities and sets action deadlines. After the meeting, the leader distributes the minutes or executive summary, follows up on the decisions made, and evaluates the meeting's effectiveness. Giving careful thought to purpose, planning, and participants' needs can make all the difference. (MLH)

ED 309 518 EA 020 978

Huffstutter, Sandra; Smith, Stuart C.
Managing Time and Stress.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 25p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Attitudes; *Coping; Elementary Secondary Education; Expectation; Job Performance; Planning; Scheduling; Social Values; *Stress Management; *Stress Variables; *Time Management
IDENTIFIERS- *Social Readjustment Rating Scale

Chapter 14 of a revised volume on school leadership, this chapter offers many practical suggestions for managing time and reducing stress. The primary challenge is to unblock the route to effective time/stress management by recognizing unproductive values and attitudes (such as overreliance on the Protestant work ethic or the appearance of excessive busyness) and replacing them with productive ones through self-knowledge and job control. Leaders with an overall purpose in mind more easily clarify their role and its functions, objectives, and areas of responsibility. "Classical" time-management strategies include goal-setting and prioritizing, using a daily time-log, and reducing time-wasters (visitors, telephone calls, paperwork, procrastination, and the inability to say "no" or to schedule or delegate). Since time and stress management are corrrelated, each requires the same approach: a shift in attitude and awareness level, self-analysis and identification of stressors in the daily stress log, and practical management techniques. The Social Readjustment Rating Scale can help orient administrators to common stressors and their relative magnitudes. Practical suggestions are provided for managing controllable and uncontrollable stressors and for handling organizational stress affecting employees. Increased teacher support, collegial sharing networks, and employee wellness programs can work wonders. (MLH)

ED 309 519 EA 020 979

Lindelow, John; Scott, James J.
Managing Conflict.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 20p.; In "School Leadership: Handbook for Excellence" (EA 020 964). For first edition, see ED 209 736.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Responsibility; Communication Problems; *Communication Skills; *Conflict Resolution; Elementary Secondary Education; *Group Dynamics; Leadership Qualities; Principals

Chapter 15 of a revised volume on school leadership, this chapter defines and categorizes conflict and outlines techniques for its management in schools. Conflict, endemic to human existence, exists on many levels and assumes various forms. This chapter focuses on social conflict, or antagonistic interaction between individuals or groups common to the school environment. The art of conflict management involves maximizing constructive conflict and minimizing destructive conflict. To achieve this end, the school administrator must understand conflict--its types, sources, and dynamics--and must master various techniques for managing it. Conflict can be classified by degree of constructiveness/destructiveness, by the kind of issues involved, and by degree of severity. Sources of conflict include communication problems, organizational structure, human factors, and competition over limited resources. Stages of conflict range from anticipation to discussion to open opposition. Since no one conflict resolution method is best, administrators should be aware of all possible techniques, including: (1) avoidance; (2) containment by redressing individual grievances; (3) creation of superordinate goals to motivate cooperation; (4) creative problem-solving; (5) compromise; (6) changes in organizational structure; (7) authoritative command; and (8) reconciliation of conflicting parties' differences. Knowledge alone is not enough; administrators need field experience to develop their conflict management skills. (MLH)

ED 309 520 EA 021 005

Gottfredson, Gary D.; Hybl, Lois G.
Some Biographical Correlates of Outstanding Performance among School Principals. Report No. 35.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; *Administrator Selection; Elementary Secondary Education; Job Performance

Biographical data about verifiable accomplishments, collected in a structured questionnaire format, could contribute to the selection of school principals or early identification of persons to be developed for eventual succession into the principalship. Three criterion groups, selected to represent increasing levels of average performance, received surveys that generated response rates of 27 percent for the general principal group, 33 percent for the superintendent or research nominees group, and 33 percent for the nationally distinguished principal group. The survey included a seven-item composite (developed in a prior construction sample) that proved moderately efficient in discriminating high performing principals from principals-in-general in two cross-validation samples; the composite also identified modest positive correlations with principals' self-ratings of job performance. No significant sex or race differences in composite scores were observed. The results suggest the feasibility of using simple, inexpensive biographical inventories to supplement existing methods for selecting principals. (18 references and 3 tables) (KM)

ED 309 521 EA 021 042

Schrankel, Philipp Stephen; And Others
Mesa Action Planning System: Results of a Survey of Community Residents on Future Trends, Challenges and Goals.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Jan 87

NOTE- 100p.; Some pages have blurred print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Attitudes; *Community Surveys; *Educational Planning; *Educational Strategies; Elementary Secondary Education; Futures (of Society); *Long Range Planning; Needs Assessment; Organizational Objectives; Time Management; *Trend Analysis
IDENTIFIERS- *Mesa Public Schools AZ; Strategic Planning

The development of a planning model in the Mesa Unified School District (Arizona) to meet the need for a strategic planning process is examined. Surveys were mailed to 15,000 residents in the Mesa Public School District with a return of 1,933 surveys. Survey results indicate a prioritization of goals, an assessment of what the future may hold for the schools, the challenge that lies ahead for the schools, who should have primary responsibility for the challenges, and whether the schools should be involved in the challenges. In addition, information concerning the community's perception of time to be spent in the curriculum areas and monies to be expended in areas over and above instruction provided in the classroom was obtained. The information obtained will be used to develop individualized strategic plans at the department level. Appendixes provide the results of the community survey, a comparison of the results of the community survey and the Mesa Schools Planning Committee survey, and the survey instrument. (SI)

ED 309 522 EA 021 044

Elliott, John
Action-Research and the Emergence of Teacher Appraisal in the UK.
PUB DATE- Mar 89
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Ambiguity; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Research; Foreign Countries; *Teacher Administrator Relationship; Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teaching Skills
IDENTIFIERS- *United Kingdom

Schools and universities in the United Kingdom are coming to accept performance appraisal as a fact of life. The first part of this paper discusses appraisal policies as "negotiated ambiguities." Ambiguous criteria concerning wording subject to misinterpretation has created reservations on the side of the National Union of Teachers. This study demonstrates how an appraisal scheme, which appears to satisfy all the criteria specified in the government's conciliation service's framework for school teachers, can operate as a ritualistic mechanism for ideological construction. The report presents a guide that outlines the process of improving performance at all levels of the hierarchy in schools. The possibility of a counterhegemonic practice in the appraisal context is also discussed. (18 references) (SI)

ED 309 523 EA 021 047

Louden, L. W.; Browne, R. K.

Developments in Education Policy in the Eighties: Trends in Three Federal Systems: Australia, Canada, and the U.S.A. An Australian Perspective.

PUB DATE- Mar 89

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Policy; *Educational Trends; Elementary Secondary Education; *Federal Government; Federal Programs; Federal Regulation; *Federal State Relationship; Foreign Countries; *Government School Relationship; *State Legislation

IDENTIFIERS- *Australia

The developments that have occurred in Australia s a result of both federal and state initiative are traced, especially those which occurred during the 1980s. Initially, constitutional arrangements, as they relate to education, are briefly described. A brief overview of recent policy developments is then provided. Some explanatory comments are offered, based on how the developments relate to broader social goals; the developments are then considered in the context of federal/state relations. The final section is devoted to outlining lessons from the Australian experience and some tentative suggestions on future directions are stated. (25 references) (SI)

ED 309 524 EA 021 102

Leddick, Linda
Factors Related to Promotion and Retention Decisions.
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
PUB DATE- Jul 88
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - General (140)
DESCRIPTORS- *Academic Failure; Academic Persistence; *Attendance; Elementary Education; *Enrollment Rate; *Grade Repetition; Language Arts; Low Achievement; Mathematics; *School Holding Power; Standardized Tests; *Student Promotion; Underachievement
IDENTIFIERS- *Detroit Public Schools MI

This study examines promotion and retention standards at the elementary school level in Detroit Public Schools. Forty-eight teachers from five schools participated. Data collected for each of 420 randomly selected students included: (1) mastery and nonmastery ratings on each of the essential skills in language arts, affective education, and mathematics; (2) attendance, length of enrollment, and citizenship information; and (3) standardized achievement test scores. Data indicate that males are more likely to be retained than females. Students proposed for retention exhibited poorer attendance, citizenship, and attainment of essential skills than did students proposed for promotion. Hispanic students appear to be more highly represented in the retained group than are students who carry other ethnic codes. Citizenship ratings are poorer for students proposed for retention than for those proposed for promotion. The major recommendation of the study is strategy development at each school to improve students' attendance, citizenship, and other factors related to attending to the business of school. Appendices include teachers' ratings of skills, teachers' comments, and a sample of forms. (SI)

ED 309 525 EA 021 126

Brown, Sally, Ed.; Wake, Rosemary, Ed.
Education in Transition: What Role for Research? SCRE Publication No. 102. A Collection of Papers To Mark the 10th Anniversary of the Founding of the Scottish Council for Research in Education.
Scottish Council for Research in Education.
PUB DATE- 88
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; *Educational Change; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Research Needs
IDENTIFIERS- *Scotland; *Scottish Council for Research in Education

This collection of papers by educational researchers in Scotland focuses on changes in educational systems and on transition points within systems (such as the transition from primary to secondary education). Chapters fall into four broad categories: Chapters 1 through 5 illustrate how particular facets of education have changed over relatively long periods of time. Chapters 6 through 10 center on reforms in Scottish education. Chapters 11 and 12 are concerned with transition in the sense of change for the individual that relates to moving from school to the labor market. Chapter 13 concentrates on research perspectives. (JAM)

ED 309 526 EA 021 132

Lindle, Jane C.; Miller, Linda DeMarco
Administrators' Personal and Social Support Systems.
PUB DATE- Oct 88
NOTE- 17p.; Research supported by the University of Pittsburgh School of Education and the Buhl Foundation Research Team Grants.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Coping; Elementary Secondary Education; Social Isolation; *Social Support Groups; *Stress Management

This study maintains that social support systems alleviate the physical and psychological effects of stress; however, the school administrator often has no peers in the same building and therefore stands apart from any of the built in support systems developed by the subculture within his school. Further, as discovered through interviews with 35 preservice or practicing administrators, they were afraid that the overt use of a personal or a social support system as a coping mechanism would appear to be an admission of incompetence or a lack of adequate training. Additional information attained through followup interviews and open-ended questionnaires detailed a lack of current knowledge regarding conflicts faced by administrators and their use of coping mechanisms during the process of conflict resolution. Further research may illuminate ways to encourage the use of support systems for those at the top and to alleviate the stress inherent in administrative roles. (20 references) (KM)

ED 309 527 EA 021 144

Characteristics of Professional Staff in California Public Schools: A Five-Year Comparison. Data Compiled from CBEDS, the California Basic Educational Data System.

California State Dept. of Education, Sacramento.

PUB DATE- 89

AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (limited number, free).

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Elementary Secondary Education; Ethnic Groups; *Personnel Data; *Professional Personnel; Public Schools; Salaries; *School Districts; *Superintendents

IDENTIFIERS- *California

This document provides the results of a 5-year comparison of characteristics of professional staff between the years of 1982-83 and 1987-88 in the California Public Schools. Professional staff members include all certificated personnel employed full-time or part-time and noncertificated personnel serving at the level of superintendent, deputy, associate, or assistant superintendent. The characteristics of professional staff in this report include racial or ethnic group, sex, highest educational level, type of appointment, age, years of experience in the district, total years of educational service, and salary. Tables 1 through 7 show characteristics of professional staff based on their assignments, along with a statewide summary for professional staff. Tables 8A and B show average salaries and the number of full-time-equivalent professional staff employed in different types of school districts. (SI)

ED 309 528 EA 021 145

Hallinger, Philip; Murphy, Joseph
Organizational and Social Context and the Instructional Leadership Role of the School Principal.
PUB DATE- Apr 87
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; *Leadership Responsibility; *Principals

This article discusses the research concerning the relationship between the organizational and social context of schools and principal instructional leadership. The discussion centers on several contextual variables that include school level, staff composition, technical clarity and complexity, and district context. Particular attention is focused on the ways in which the social context of schools influences the principal's leadership role. Findings support the notions that the nature of the school's technology, the type of district support, the characteristics of the teaching staff, the school level, and the social context combine to form a school culture all of which creates a context for principal action, and more specifically, an appropriate style of instructional leadership. (JAM)

ED 309 529 EA 021 146

Lytle, James H.
School Site Strategic Planning To Improve District Performance.
Philadelphia School District, Pa. Office of Research and Evaluation.

PUB DATE- Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; *Educational Planning; Elementary Secondary Education; *Institutional Autonomy; *School Based Management; *School Effectiveness
IDENTIFIERS- *Philadelphia School District PA

This paper describes the evolution of a school-based planning model that accommodates independent approaches to School District of Philadelphia goals. The description centers on key strategic planning decisions made during a 6-year period and three components of the planning model: the organizational monitoring and feedback system; organizational cybernetics; and organizational strains created by the tensions among policies, procedures, and personnel. The model provided a framework for each of Philadelphia's 260 schools to work toward goals

appropriate to their own unique circumstances. The model is significant not only because it provides schools autonomy in a tight policy framework, but because it has served to coordinate instructional services delivery. (JAM)

ED 309 530 EA 021 147

McGinley, Nancy J.
Middle School Organization and Scheduling.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- May 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *Educational Planning; Junior High Schools; *Middle Schools; *Scheduling; *School Organization
IDENTIFIERS- *Philadelphia School District PA

The major purpose of this report is to present information about the organization of middle schools in the school district of Philadelphia. The report includes: (1) summary information on rostering/scheduling practices; and (2) comparisons of promotion/retention rates, average daily attendance, and suspension rates in middle schools with different types of internal organizations. (JAM)

ED 309 531 EA 021 148

The New Marketing Handbook for Independent Schools.
Boarding Schools, Boston, Mass.
PUB DATE- 87
NOTE- 76p.; Photographs and charts with gray background will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Boarding Schools; Consumer Economics; *Educational Demand; *Educational Economics; Elementary Secondary Education; Financial Policy; Fiscal Capacity; Fund Raising; *Institutional Survival; *Marketing; *Private Schools
IDENTIFIERS- *National Association of Independent Schools; *Secondary School Admission Test Board

Planning coherent, relevant marketing strategies is crucial to the survival of independent education in the United States. This handbook was created for independent school marketers; principals; and development, publications, public relations, and admissions directors. It offers checklists, sidebars, callouts, and summaries that focus on increasing enrollments without sacrificing educational quality. Chapter 1 describes marketing principles for boarding schools. Chapter 2 discusses boarding school enrollment management, survey research, data analysis, and school selection factors. Chapter 3 discusses image making on campus as a marketing strategy. Chapter 4 analyzes collaborative school marketing. Chapter 5 deals with two tools of promotion: (1) publications and printed matter, and (2) audiovisual marketing. Chapter 6 reviews advertising as part of a marketing program. Chapter 7 considers the role of publicity in marketing boarding schools. Chapter 8 is a case study of one school's approach to designing a marketing program. A marketing consultants' resource list is also offered. (JAM)

ED 309 532 EA 021 149

Building the Future: California Educational Reform. Annual Report, 1988.

California State Dept. of Education, Sacramento.

PUB DATE- 88

AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00).

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; Annual Reports; *Bilingual Education; Change Strategies; Child Development; *Curriculum; *Educational Change; *Educational Finance; Elementary Secondary Education; Financial Support; Futures (of Society); *Public Education; *Special Programs

IDENTIFIERS- *California

This document describes the progress made by the California public education system after the passage of Proposition 98 that established a stable funding base for education. The first of three sections discusses reforms made in the areas of accountability, curriculum, teaching, partnerships, and underrepresented students in colleges. The second section examines specialized programs, particularly programs in the areas of child development, bilingual education, migrant education, career/vocational education, special education, and dropout prevention. The last section describes the two support areas of school facilities and financial needs. (SI)

Report on a Six-Year versus Eight-Year Textbook Adoption Cycle and Prepaid Freight.

Texas Education Agency, Austin.
PUB DATE- Jan 89
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 ($1.00).
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Instructional Materials; Publishing Industry; School Districts; *School District Spending; Textbook Preparation; *Textbook Publication; *Textbook Selection; *Textbook Standards
IDENTIFIERS- *Texas

This report, submitted to the 71st Texas Legislature in fulfillment of the mandates contained in House Concurrent Resolution 84, summarizes a study of the feasibility of an 8-year cycle for the adoption of certain textbooks and considers the feasibility of contracting with textbook publishers on a freight prepaid basis. First, 6-year versus 8-year textbook adoption cycle is discussed in terms of essential elements, and curriculum, as well as pedagogical, equity and cost considerations. The State Board of Education recommended that the 6-year textbook adoption cycle be maintained in order to guarantee up-to-date textbooks. The second section discusses prepaid freight in terms of ordering, shipping, and distributing textbooks. The depository system is also discussed with relation to impact on publishers, school districts, and state. First, the maintenance of the present depository system was recommended and the second recommendation was that the board not be required to contract with textbook publishers on a freight prepaid basis. Nine pages of attachments/illustrations are appended. (SI)

ED 309 534 EA 021 151

Levin, Henry M.
Accelerated Schools: A New Strategy for At-Risk Students.
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- May 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); *Disadvantaged Youth; Educational Change; Elementary Education; *High Risk Students; Instructional Improvement; *Instructional Innovation; Parent School Relationship; *Participative Decision Making; School Community Relationship; Transitional Programs
IDENTIFIERS- *Accelerated Schools; *Stanford University CA

This report advocates the implementation of accelerated schools as a new strategy for at-risk students by focusing on the success of the model Accelerated Schools Program (ASP) at Stanford University. Under this program, conventional schools with large at-risk populations can be transformed into accelerated schools. Designed to accelerate at-risk students' progress, the goals of ASP include closing the achievement gap so that students perform at grade level by the time they leave the sixth grade. Founded on the principles that parents, teachers, and students should have common goals (unity of purpose); that each accelerated school constituency should participate in the decision-making process (empowerment); and that each school constituency (especially parents) can and should contribute as a learning resource to the total educational endeavor (building on strengths), the successes of the ASP have been substantial. (JAM)

ED 309 535 EA 021 153

Hallinger, Philip; Murphy, Joseph
Instructional Leadership in Effective Schools.
PUB DATE- 86
NOTE- 14p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Skills; Educational Research; Elementary Secondary Education; Instructional Effectiveness; *Instructional Leadership; *Principals; School Administration; *School Effectiveness; *Teacher Administrator Relationship

The focus of this document is on the reemergence of the principal as the school's instructional leader as attributable to effective schools research. The document presents a framework that conceptualizes instructional leadership as a two-dimensional construct comprised of leadership functions and leadership processes. The leadership functions described include: (1) framing and communicating school goals; (2) supervising and evaluating instruction; (3) coordinating curriculum; (4) developing high academic standards and expectations; (5) monitoring student progress; (6) promoting the professional development of teachers; (7) protecting instructional time; and (8) developing incentives for students and teachers. The leadership processes described are: communication; decision making; conflict management; group process; change process; and environmental interaction. (Eight references) (SI)

ED 309 536 EA 021 157

State Requirements Survey for School Construction, K-12. Revised 1987.
American Inst. of Architects, Washington, D.C.
PUB DATE- 87
AVAILABLE FROM- American Institute of Architects Press, 1735 New York Avenue, N.W., Washington, DC 20006 ($115.00).
NOTE- 135p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Architectural Research; Asbestos; Building Design; *Design Requirements; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Requirements; Public Schools; *School Buildings; School Districts; *State Legislation; State School District Relationship; State Surveys; Systems Analysis

This report is a comparative analysis of K-12 school planning and design criteria. A state-by-state survey was conducted to evaluate the degree of state government involvement and the differences in each state. A questionnaire sought information on funding, state planning requirements, site and building sizes, pupil/teacher ratios, building design requirements, and contruction requirements. All states were contacted and all responded except three. Lacking response from a state, the committee members then developed the necessary information. The information conforms exactly to the practices, rules, and/or policies of each state. In addition, each state was requested to complete a survey regarding rules and regulation requirements for asbestos in schools. A table of asbestos information for each state and a list of respondents are appended. (SI)

Ingalls, Wilbur R., Jr.
Program/Planning. Brief No. 4.
American Inst. of Architects, Washington, D.C.
PUB DATE- 86
AVAILABLE FROM- American Institute of Architects Library, 1735 New York Avenue, N.W., Washington, DC 20006 ($1.00).
NOTE- 23p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Architectural Programing; *Cost Effectiveness; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *School Buildings; School Construction; *Site Development; Site Selection
IDENTIFIERS- *American Institute of Architects

This report is one of a series of briefs prepared by the American Institute of Architects National Committee on Architecture for Education addressing ways and means of reducing costs in the design and delivery of educational facilities. Specifically, this report is a useful guide to understanding the relationships between educational philosophy and facility construction. The discussion focuses on the following topics: (1) planning comprehensively for educational facilities; (2) analyzing community educational needs; (3) projecting educational program requisites on the basis of community needs; (4) outlining long-range planning; (5) explaining the fit among educational programs, specifications, philosophy, method, and architecture; (6) explaining the fit between program and educational specifications in space needs and relations; (7) identifying the importance of design perspective; and (8) summarizing past and future trends in educational facilities planning and design. (JAM)

ED 309 538 EA 021 159

Dunwoody, Thomas J.
Designing Schools with Maintenance in Mind. Brief No. 6.
American Inst. of Architects, Washington, D.C.
PUB DATE- 88
AVAILABLE FROM- American Institute of Architects Library, 1735 New York Avenue, N.W., Washington, DC 20006 ($1.00).
NOTE- 30p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Architectural Programing; *Cost Effectiveness; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *School Buildings; School Construction; *School Maintenance; Site Development; Site Selection
IDENTIFIERS- *American Institute of Architects

This report is one of a series of briefs prepared by the American Institute of Architects National Committee on Architecture for Education addressing ways and means of reducing costs in the design and delivery of educational facilities. Specifically, this report discusses the advantages of designing with maintenance in mind, presents maintenance-saving alternatives, and suggests design possibilities that exemplify the concern for maintenance. The project specifications covered include: general requirements; sitework; concrete; masonry; metals; wood; moisture protection; doors, windows, and hardware; interior finishes; and mechanical and electric. (JAM)

ED 309 539 EA 021 160

Report of Facilities Management and Services. Report No. 8906.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- Jul 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Cleaning; *Educational

Facilities Improvement; Elementary Secondary Education; Preservation; *Principals; Public Schools; *Repair; *School Buildings; *School Maintenance; Surveys
IDENTIFIERS- *Philadelphia School District PA

This report focuses on principals' satifaction with services provided by the School District of Philadelphia's Facilities Management and Services. In the spring of 1988 questionnaires were sent to all principals in the system and a total of 172 returns (61 percent) were received. Tabulated in frequencies, the results demonstrated that the majority of principals felt that communications with Facilities Services personnel had improved compared to former years. In every district except Districts 4 and 6, the majority of principals reported that they had received more service in 1987-88. The response time to work orders, cleaning, and routine maintenance were still seen as problematic, but overall, the performance of Facilities Management and Services improved. In general, District 8 principals reported the highest satisfaction and District 6 principals the lowest satisfaction regarding turnaround time for work orders, cleaning, and routine maintenance. (JAM)

ED 309 540 EA 021 161

Risk Management for Schools.
National Association of Independent Schools, Boston, Mass.
PUB DATE- 88
AVAILABLE FROM- Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($20.00).
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - General (140)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Financial Support; *Insurance; *Legal Responsibility; Private Schools; *Risk
IDENTIFIERS- *Risk Management

This manual focuses on the promotion of good risk management practices. The first of four sections presents an overview of risk management in terms of risk management concepts and avoiding, transferring, controlling, and financing risk. Second, the manual present methods for identifying and assessing risk. The third section discusses different facets of insurance policies and coverage: broker selection, changes and trends, risk pooling, policy coverages, and

uninsurable risks. The last section discusses an effective risk management, or loss control, program, including contingency planning for emergencies and guidelines for high-risk areas (such as athletics, science laboratories, and school buses). Appended is a glossary of terms. (SI)

ED 309 541 EA 021 162

California School Accounting Manual, 1988 Edition.
California State Dept. of Education, Sacramento.

PUB DATE- 88
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.00).
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Bookkeeping; Capital Outlay (for Fixed Assets); Elementary Secondary Education; *Income; Public Schools; *School Accounting; *School Districts
IDENTIFIERS- *California

This report presents the procedure for the accounting methods employed by California school districts for income and expenditures in instructional and support programs. The report has seven parts: (1) an introduction to accounting in local educational agencies; (2) general and subsidiary ledger accounting; (3) revenues and other financing sources; (4) expenditures and other financing uses; (5) supplies and capital outlay, including equipment, sites and improvement of sites, building fixtures, and service systems; (6) stores system procedures, controls, and accounting; and (7) accounting terminology. A schedule of changes to the California School Accounting Manual and a list of publications from the Department of Education are appended. (SI)

ED 309 542 EA 021 163

Biennial Report on Regional Education Service Centers, as Reported by the State Board of Education, 1987-88. Submitted to the Governor, Lieutenant Governor, Speaker of the House, and the Seventy-First Texas Legislature.

Texas Education Agency, Austin.

PUB DATE- Mar 89

AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 ($5.00).

NOTE- 261p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Change Strategies; *Educational Change; *Education Service Centers; Elementary Secondary Education; Program Administration; *Program Development; *Program Evaluation; *Program Implementation; Public Schools; School Personnel

IDENTIFIERS- *Texas

This report is a comprehensive statement of the vital role education service centers perform in implementing educational reform in Texas. Regional education service centers participate as service agencies in the planning, development, coordination, implementation, and evaluation of educational programs within the 20 regions of Texas. This report sets out current information for service centers in the following areas: (1) organization and governance; (2) financial status; (3) personnel and staffing; (4) programs and services; and (5) accountability. Management and service audit reports and profiles of each center are appended. (SI)

ED 309 543 EA 021 165

Weiler, Hans N.; Miyake, Eriko
Reform and Non-Reform in Education: The Political Costs and Benefits of Reform Policies in France and Japan.
PUB DATE- Mar 89
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Educational Administration; *Educational Change; Educational Development; *Educational History; *Educational Improvement; Educational Policy; Educational Trends; Elementary Secondary Education; Foreign Countries; *Politics of Education
IDENTIFIERS- *France; *Japan

This paper examines how the perception and anticipation of political costs and benefits affects decisions about whether and how plans for educational reforms are to be pursued. Two case studies of major educational reform attempts are described: France and Japan. The study analyzes the two societies' underlying dilemmas, which manifest themselves in instructively different ways. The discussion of educational reform in France focuses upon the first and the second cycle of the "secondaire," the four-plus-three structure of French secondary education that follows upon the five years of the "elementaire." The politics of educational reform in Japan focuses upon a review of the history of educational reform during the post-World War II period, emphasizing the work of the "deliberation councils" and the role of the Ministry of Education. (43 references) (SI)

ED 309 544 EA 021 166

Hansen, Sue; And Others
Inviting School Success in Hawaii.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College School Cooperation; Cooperation; Coordination; *Core Curriculum; *Educational Development; *Educational Improvement; Elementary Secondary Education; High Schools
IDENTIFIERS- *Hawaii; *School Restructuring

This paper outlines the structure underlying the School Success Project in Hawaii, a group working for school renewal using the partnership structure developed by John Goodlad's National Network for Educational Renewal and Hawaii-developed strategies for school success. The advantages of the partnership concept are discussed, and then details of the partnership processes applied to a high school in the suburbs of Honolulu are provided. The school plans to have the four core subject teachers working together with the same group of students, a process sometimes known as "coring." (7 references) (SI)

ED 309 545 EA 021 169

Brown, James C.
A Proposed Model for Inservice Selection and Evaluation Using Cognitive Flexibility as a Major Criterion: A Preliminary Analysis.
PUB DATE- Jul 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Educational Change; Elementary Secondary Education; *Individualized Instruction; *Instructional Development; Instructional Leadership; *Student Centered Curriculum

This proposed model conceived by the Atlanta Public Schools' Professional Leadership Program is concerned with bringing about change in the area of instruction and curriculum. The development of this leadership pilot program creates a climate for curriculum revision that facilitates individualization and vitalization of instruction as well as adapts the school program to the individual needs of all pupils. To accomplish the general objective, specific steps are utilized. The high priority needs of staff personnel related to individualizing and vitalizing instruction are identified. A critical mass of effective or potentially effective professional personnel who will function as catalytic change agents for creating a climate conducive to change is selected. In the critical mass of leaders, a high degree of proficiency and skill in group interaction techniques is developed. The change agents are charged with the responsibility of effecting constructive change in the direction of individualizing and vitalizing instruction. Consultative assistance is provided. Changes must also be evaluated. Appended are 16 data tables. (11 references) (SI)

ED 309 546 EA 021 170

Hill, Kenneth G.

Grade Retention and Dropping Out of School.

PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; Dropout Rate; *Grade Repetition; *High Risk Students; High School Students; Secondary Education

Children who have been retained even at the kindergarten or first grade level, regardless of their socioeconomic status, are at risk of dropping out later on. Alternative or pullout programs may not be suitable compensatory approaches for preventing school dropouts. Five changes will help to mitigate the effects of retention on student dropouts. First, teachers and administrators must realize that education should not be a selective process where curriculum, tests, behavioral objectives, and retention policies are developed for the purpose of screening people out of the system. Second, the realization must come that quantitative assessments that measure attainment of skills are devices that have no relationship to quality, but rather tend to reduce the creativity in learning and encourage mediocrity in teaching. Third, because children, even if retained, fare better in a familiar environment, offcampus programs must be reexamined and more relevant approaches to education initiated. Fourth, a climate that fosters confidence for children should be developed in schools. And finally, at-risk children should be identified early, and programs for them must be status oriented, motivational, and integrated into the structure of the school. All children can learn, and if a child is not learning, something must be done immediately. (KM)

ED 309 547 EA 021 171

Schmuck, Patricia A.; Schubert, Jane
Women Administrators' Views on Sex Equity: Exploring Issues of Information, Identity, and Integration.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, November 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; Elementary Secondary Education; Employment Level; *Equal Education; Equal Opportunities (Jobs); *Females; Feminism; *Principals; *Sex Bias; *Sex Discrimination; Sex Fairness; Womens Education
IDENTIFIERS- *Women Administrators

Today there are more female administrators than a mere 15 years ago, yet these women who have risen up through the ranks to a position traditionally dominated by men tend not to advocate equity in their schools. Nineteen female principals from Arizona, California, and Oregon were interviewed using the critical incident technique. Results show that while the women principals tended to be more concerned with instructional leadership, classroom teaching, and intensive interaction with the faculty than their male counterparts, only modest passive gestures were made toward initiating equity programs or activities within their schools. Although female principals face unique problems of identity and integration, they fail to translate their own experiences into action to ensure greater equity; instead, they take a personalized view of their experiences. Preservice programs fail to educate prospective administrators on the theory that schools themselves perpetuate gender/race inequality. Thus, women administrators have not been trained to be sensitive observers of inequality in school organizations. It cannot be presumed that simply because a woman is in a place of administration in the school, issues of equity will be addressed. A lack of understanding of the concept of gender leads a female administrator to insensitivity and inattention to equity in school ideology and practice. (33 references) (KM)

ED 309 548 EA 021 172

Schmuck, Patricia A.
Preparing Superintendents for the Unexpected, the Unanticipated and the Untoward.
PUB DATE- Oct 88
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council on Educational Administration (Cincinnati, OH, October 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *Administrator Education; *Educational Development; Higher Education; Individualized Instruction; Professional Continuing Education; *Superintendents
IDENTIFIERS- *Institute for Executive Leadership OR; *Lewis and Clark College OR

Preparing school leaders should not be a dispassionate, value-free journey that produces administrators who are technocrats with neither objective curiosity or passion. Lewis & Clark, a small liberal arts college near Portland, Oregon, initiated an administrative certification program in 1981. The curriculum of this program focuses on holistic clinical education through the integration of various concepts including looking at administrative practices in context and building a strong liberal arts educational foundation by studying educational history, philosophy, and ethics. The document also emphasizes gaining a new respect for the practitioner's knowledge and realizing that administrative education should help students to be creators of knowledge rather than consumers of the ideas. Students in the program are encouraged to keep a learning journal, contribute to the agenda for their education, teach what they have learned, and develop student cohort relationships to facilitate future peer consultation, networking, and independence. The pedagogy respects students as mature, experienced adults when emphasizing conceptualization during field observations, practitioner contacts, and student presentations of synthesized theory and research. The transformation from didactic frontal teaching to providing experience leading to conceptualization has begun. (KM)

ED 309 549 EA 021 173

The California CBO: The 1987-88 Profile of Chief Business Officials in California Public Schools, Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

PUB DATE- 89
AVAILABLE FROM- Bureau of Pubications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-20271 ($4.50, plus sales tax for California residents).
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Occupational Surveys; *Profiles; *School Business Officials
IDENTIFIERS- *California

This report describes the results of a survey designed to provide descriptions of chief business officials (CBOs): their personal characteristics, their career paths, and their preparation. All chief business officials in California K-12 school districts and in offices of county superintendents of schools received questionnaires regarding the CBO position; 662 responses were returned. With regard to personal characteristics, the findings revealed that the CBO in California school districts is a white male, around 45 to 50 years of age, with an expected retirement date of 1998. His yearly salary is about $50,000, and the position he holds is classified rather than certificated. Thirty-seven percent had prior outside experience in business, the military, or civil service. The CBO depended upon personal contacts for advancement. In relation to career paths and preparation, most CBOs had a master's degree. They concurred that budget preparation was the principal skill needed. The CBOs expressed satisfaction with their jobs but were most concerned about the need for a balance between required tasks and allocated resources. Another concern was that the position be advanced in terms of professional understanding and recognition. (JAM)

ED 309 550 EA 021 174

Recommendations of the Curriculum Development and Supplemental Materials Commission: California Basic Instructional Materials in English-Language Arts, 1988 Adoption.

California State Dept. of Education, Sacramento.

PUB DATE- 88

AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-20271 ($3.50, plus sales tax for California residents).

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Annotated Bibliographies; Elementary Education; *English Curriculum; *English Instruction; *Instructional Materials; *Language Arts

IDENTIFIERS- *California; *California State Board of Education

This catalog lists both recommended and non-recommended bibliographies of instructional materials for California kindergarten through eighth grade English/language arts teachers and explains the choices of the Curriculum Development and Supplemental Materials Commission. The California State Board of Education adopted the commission's recommendations on October 14, 1988. (JAM)

ED 309 551 EA 021 175

Lake, Sara
Interdisciplinary Team Organization in the Middle Level School Practitioner's Monograph #7.

California League of Middle Schools, Sacramento.
PUB DATE- Jun 89
AVAILABLE FROM- Publications, California League of Middle Schools, 1107 Ninth Street, Suite 150, Sacramento, CA 95814 ($4.25 prepaid).
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Cooperation; *Cooperative Planning; Junior High Schools; *Management Teams; *Middle Schools; *Participative Decision Making; *Team Teaching; Teamwork

This monograph discusses the characteristics, tasks, and benefits of interdisciplinary team organization in middle schools. Characteristics include teachers who share a common group of students, a common planning period, and adjacent classroom space. Team tasks are composed of scheduling, grouping students, identifying curriculum topics and materials, developing discipline codes, and determining grading standards. The report concludes by citing the advantages of interdisciplinary team organization, which include student affective growth, integrated learning experiences, improved discipline, warmer student-teacher relationships, more flexible instruction, enhanced teacher empowerment and professionalism, and greater school spirit. (JAM)

ED 309 552 EA 021 179

Hickrod, G. Alan; And Others
The Biggest Bang for the Buck: An Initial Report on Technical Economic Efficiency in Illinois K-12 Schools. With a Comment on "Rose v. the Council." MacArthur/Spencer Series Number 11.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jul 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Court Litigation; *Educational Economics; *Educational Finance; *Efficiency; Elementary Secondary Education; Regression (Statistics)
IDENTIFIERS- *Illinois; *Rose v Council for Better Education

The MacArthur/Spencer special project on Illinois school finance is dedicated to the exploration of three central concepts in Illinois school finance: equity, adequacy, and efficiency. While most reports on the project have dealt directly with equity and adequacy, this report confronts the issue of efficiency by discussing the policy and legal implications (within the constraints established by "Rose versus the Council for Better Education") of identifying school districts as being technically economically efficient. The report discusses the limitations of the regression analysis developed to determine the efficiency of the project. The conclusion that professional effectiveness and economic efficiency interrelate suggests the need for further tests of validity and reliability on the instruments used to measure such efficiency. (JAM)

ED 309 553 EA 021 180

King, A. J. C.; And Others

Improving Student Retention in Ontario Secondary Schools. Student Retention and Transition Series.

Ontario Dept. of Education, Toronto.

PUB DATE- 89

NOTE- 159p.; For related document, see EA 021 181.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attendance; *Dropout Prevention; *Dropout Programs; *Dropout Research; *Dropouts; Foreign Countries; *School Holding Power; Secondary Education; Statistical Surveys; *Student Attrition; Withdrawal (Education)

IDENTIFIERS- *Ontario

The purpose of this study was to evaluate retention efforts in Ontario (Canada) secondary schools in order to develop policy and support initiatives designed to reduce dropouts and improve retention rates. The study had four parts: (1) an analysis of credit accumulation for four cohorts and academic achievement patterns over 4 years in 16 schools; (2) an examination of eight exemplary programs aimed at students who take mainly general-level courses; (3) an examination of eight exemplary programs for students taking basic-level courses; and (4) an analysis of the extent to which part-time work influences school leaving. The part-time work survey was administered in 13 schools to 4, 620 students in grades 11 and above, and the telephone interview was conducted with 610 dropouts from 22 schools. The main findings support the following conclusions: (1) The vast majority of dropouts were taking mainly general-level courses at the time of leaving school, and the students who took mainly basic-level courses were at a particularly high risk of dropping out. (2) The vast majority of dropouts left school because they were so far behind in credit accumulation that the likelihood of graduation was too remote. (3) The fact that students were working more than 20 hours per week had an adverse effect on achievement. (4) There is little evidence that part-time work contributes to the decision of students to leave school early. (5) There is little evidence of a decrease in dropouts occurring because of more relevant programming. (6) There is some evidence that student evaluation emphasizing attendance and work habits contributes to an increase in school retention. (Author/JAM)

ED 309 554 EA 021 181

Lawton, Stephen B.; And Others
Student Retention and Transition in Ontario High Schools: Policies, Practices, and Prospects. Student Retention and Transition Series.
Ontario Dept. of Education, Toronto.
PUB DATE- 89
NOTE- 146p.; For related document, see EA 021 180.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Case Studies; *Dropout Prevention; *Dropout Programs; Dropout Research; Dropouts; Educational Assessment; Foreign Countries; High Schools; Literature Reviews; Questionnaires; *School Effectiveness; *School Holding Power; *School Role; Statistical Surveys; Student Attrition; Student Development; Withdrawal (Education)
IDENTIFIERS- *Ontario

The purpose of this study was to determine what Ontario high schools might do in order to increase student retention. Four approaches were taken. The first focuses on the social ecology of high schools, looking at how they relate to their environment. The second focuses on organizational characteristics that others have reported are associated with more effective schools. The third, an ethnographic approach, views the world through the eyes of students in the process of dropping out. The fourth focuses on the transition from school to work viewed as a rite of passage. A literature review to identify variables, questionnaire surveys, and case studies of schools were the research methods used. All staff members in all secondary schools in six public school board districts in various parts of the province received questionnaires. Survey data were used from 58 of the 95 high schools, and 2,250 questionnaires were analyzed. Seven school sites in four school board districts were selected for the case studies. The evidence collected for this study suggests that increasing numbers of students are dropping out of Ontario high schools. Furthermore, the impact of school and student culture on variation in retention rates was established. (Author/JAM)

ED 309 555   EA 021 182

Cunningham, Luvern L.
Reconstituting Local Government for Well-Being and Education.
PUB DATE- Mar 89
NOTE- 35p.; Paul B. Salmon Memorial Lecture presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Government School Relationship; *Local Government

This speech advocates substantial change in the structure and management of local governments and school districts. The discussion focuses on a reconstitution of mission, philosophy, broad goals, and features of local school governance and management. The speaker asserts that the focus of local government around the nation should individually and collectively fix on citizen "well-being" while acknowledging that education is increasingly fundamental to the quality of life for all Americans. (JAM)

ED 309 556 EA 021 183

Bowers, Bruce C.

State-Enforced Accountability of Local School Districts. ERIC Digest Series Number EA 36.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Accountability; *Change Strategies; Elementary Secondary Education; Excellence in Education; *Incentives; Institutional Autonomy; *Motivation Techniques; *Rewards; *Sanctions; School Effectiveness
IDENTIFIERS- ERIC Digests

Developments in several states suggest that a state-imposed accountability system is gradually taking shape. State authorities have established both incentive systems to reward high-performing school districts and systems of sanctions to be applied to districts with a record of repeated low performance. To accomplish this, a majority of states are now collecting from local districts a formidable array of statistics on student performance, including, at the very least, student achievement test scores, minimum competency scores, or both. Incentives are generally of two types: financial and deregulatory. Consequences of a state takeover of a district are also discussed. (13 references) (SI)

ED 309 557 EA 021 185

Pauker, Jerome D.; And Others
School Attendance and Non-Attendance in Canada and the United States: An Overview of the Project. Research Brief.
Ontario Dept. of Education, Toronto.

PUB DATE- 88
AVAILABLE FROM- MGS Publications Services, 880 Bay Street, 5th Floor, Tononto, Ontario M7A 1N8, Canada ($5.50).
NOTE- 122p.; For related document, see EA 021 186. This research project was funded under contract by the Canadian Ministry of Education, Ontario.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Attendance; *Attendance Patterns; *Dropout Characteristics; *Dropout Prevention; Foreign Countries; Secondary Education; *Truancy
IDENTIFIERS- *Canada; *United States

This composition of related attendance studies of both Canada and the United States includes (1) a review of school attendance/nonattendance literature for 1975-86, the results, and a discussion involving the topics of nonattendance correlations, causes, and intervention; (2) a survey of compulsory school attendance legislation, the results, and a discussion of legislative scope, compulsory education exceptions, enforcement against parents, penalties, court jurisdiction, enforcement against students, and statutory alternatives; (3) a survey of programs to increase attendance, decrease absenteeism, and deal with dropouts, the results, and a discussion of the topics of attendance tracking, attendance followup, current research in program evaluation, and the general needs of a good attendance program; and (4) the classification of young male offenders with attendance problems, the results, and a discussion. This document also includes two sections covering the conclusions from an analysis of the four combined studies and the resulting recommendations. Appendices cover recommended readings; components of compulsory school attendance statutes; provinces/territories/states that replied to second inquiries; summaries of Ontario, Canada, and United States compulsory attendance statutes; and a listing of persons contacted during program surveys. (KM)

Desnoyers, Jacqueline; Pauker, Jerome D.
School Attendance and Non-Attendance in Canada and the United States: Survey of Methods and Programs To Increase School Attendance, Decrease Absenteeism, and Deal with Droupout.
Ontario Dept. of Education, Toronto.
PUB DATE- 88
AVAILABLE FROM- MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8, Canada ($5.00).
NOTE- 98p.; For related document, see EA 021 185. This research project was funded under contract by The Canadian Ministry of Education, Ontario.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and

Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Attendance; *Attendance Patterns; *Dropout Characteristics; *Dropout Prevention; Foreign Countries; Secondary Education; *Truancy
IDENTIFIERS- *Canada; *United States

Approaches to promote attendance and prevent nonattendance range from methods designed to help individual students with specific attendance problems, to programs aimed at the student bodies of entire school systems. The former approaches usually are well documented as to results, but raise questions regarding generalizability and applicability for school boards grappling with systemwide problems; the latter approaches are most likely to remain unevaluated in any helpful way. This composition of five reports outlines (1) the method of survey conduction; (2) the organization of information; (3) the attendance tracking process, its recording, reporting, and monitoring; (4) attendance followup, and the followup of school, school system, and individual attendance problems; (5) the current research in program evaluation; (6) a discussion; and (7) a list of recommendations. Appendices include model programs; attendance plan examples; specialized personnel job descriptions; alternative, staff development, and school community programs; descriptions of programs involving a coordination of schools and community social service agencies; absence procedure flow charts; and listings of persons contacted during the surveys. (KM)

ED 309 559 EA 021 187

Saphier, Jon; And Others
How To Make Decisions That Stay Made.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1403 ($6.95--stock no. 611-89132).
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Conflict Resolution; *Decision Making; *Decision Making Skills; Elementary Secondary Education; Evaluative Thinking; *Problem Solving

Educators, in the United States and throughout the world, are looking for new structures to embue teachers with decision-making authority and responsibility. This study maintains that before changing existing structures, it is necessary to examine and improve the current decision making process. The report outlines 12 guidelines for successful decision making that not only lead to decisions that stay made, but contribute as well to the organizational health of the school, department, or district. The 12 guidelines, which reflect recent thinking in organizational theory on group processes, are divided among three stages (planning, deciding, and implementing). The study considers these guidelines to constitute a framework for decision making to be used prospectively and retrospectively. A hypothetical scenario shows what dysfunctional decision making looks like and leads to, and proposes alternatives for effective decision making. The report suggests that adherence to the 12 guidelines leads to improved organizational efficiency, effectiveness, and morale. (3 references) (KM)

ED 309 560 EA 021 188

Rose, Terry L.
Current Disciplinary Practices in American Public Schools.
PUB DATE- 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; *Discipline; *Discipline Policy; Elementary Secondary Education; In School Suspension; Positive Reinforcement; Public Schools; Suspension; Timeout; Token Economy; Values Clarification

This study describes the uses of several disciplinary practices in American public schools. They include positive reinforcement, tokens, assertive discipline, timeout, values clarification, life span interviews, behavior charts, conferences, detention, remaining after school, inschool suspensions, out-of-school suspensions, and exclusion. Three hundred and seventy-one principals in 18 randomly selected states representing the 9 United States Census districts received a school discipline survey. Twenty-six school principals (70 percent) returned usage information. Results indicated differential uses of the several disciplinary practices. The study provides and discusses descriptions of the use of these disciplinary practices across general, demographic, and behavioral variables. Implications for personnel preparation are also discussed. (4 tables and 30 references) (KM)

ED 309 561 EA 021 189

Johnstone, Whitcomb G.
Interdependence of Research and Practice: Effective Schools Research.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Practices; *Educational Research; Elementary Secondary Education; *School Effectiveness; *Teacher Effectiveness; *Theory Practice Relationship
IDENTIFIERS- *Effective Schools Research

This paper discusses the importance and interdependence of effective schools research and practice. The discussion is organized around answering three questions: (1) What problem does research on effective schools propose to solve? (2) What has the research on effective schools taught us and what further research is needed? (3) What factors will facilitate the application of principles based on effective schools research in the schools? By advocating ongoing assessments of effective schools programs, the conclusion supports the application of effective schools theory to help instructional staff evaluate and cope with resource demands imposed by such theory. (JAM)

ED 309 562   EA 021 190

Lober, Irene M.; Norton, Marcia M.
Preparing for the Future: Facing Change and Conflict.
PUB DATE- Jun 89
NOTE- 15p.; Paper presented at the International Conference on Educational Leadership (Cologne, Germany, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; *Curriculum Development; Decision Making; *Educational Change; Educational Technology; Elementary Secondary Education; Faculty Development; *Instructional Improvement

It is the theme of this paper that educators must effect the restructuring and reforms necessary to adapt their school systems to current technological and social conditions. The report states that educators must examine the current structure of the schools with a view toward streamlining and moving the decision-making process closer to where the action takes place: the local school and the classroom. The study recommends that changes in the nation's school system to face the future should include implementing early intervention programs, allowing access to pre-elementary school programs for all children regardless of their socioeconomic background; periodic systematic reviews of school curriculum and relevant updates; and the utilization of modern educational technologies. The study suggests that while change and conflict are inevitable, adaptability and change are essential for the survival of today's successful school organization. (KM)

ED 309 563 EA 021 191

Klauke, Amy
Restructuring the Schools. ERIC Digest Series Number EA 37.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
NOTE- 4p.; Original is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *School Based Management; *School District Reorganization
IDENTIFIERS- ERIC Digests; *School Restructuring

This ERIC digest focuses on school restructuring as the central issue in the school reform movement by answering five questions: (1) What is "restructuring?" (2) What characteristics of the current educational system are the objects of reform? (3) How can restructuring attend to new skills students will need? (4) How can individual schools implement a restructuring plan? (5) How can district officials participate in the restructuring process? The digest concludes by encouraging structural experimentation. In addition, any institutionalization of new structures should be predicated on school districts' reducing regulatory barriers; providing implementation, support, and technical assistance; linking rewards to performance; and researching and disseminating the results of effective new practices among their schools. (JAM)

ED 309 564 EA 021 192

Liontos, Lynn Balster
AIDS/HIV Education. ERIC Digest Series Number EA 38.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (2.50 prepaid postage and handling).
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Health Education; *Health Programs; Public Schools; *Teacher Education Programs
IDENTIFIERS- ERIC Digests

This ERIC Digest explores issues connected with AIDS/HIV education in public K-12 education by addressing five concerns: (1) Why are teenagers at risk? (2) What should be taught when? (3) Who should teach it and in what department? (4) How should teacher training prepare teachers to handle classroom, inservice, and community outreach HIV educational programs? (5) How can school boards avoid or deal with controversy? If comprehensive health education has been effective in reducing smoking and teen pregnancies, this Digest concludes that AIDS/HIV education may reduce this disease's incidence. (JAM)

ED 309 565 EA 021 193

Klauke, Amy
Choice in the Public Schools. ERIC Digest Series Number EA 39.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling, prepaid).
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Instructional Innovation; *Nontraditional Education; *Participative Decision Making; *Public Schools; School Based Management; *School Choice
IDENTIFIERS- *ERIC Digests

This Digest advocates alternative educational programs as ways to reduce dropout rates, increase academic and personal satisfaction and achievement, provide real options for struggling students, and generate improvement in all grade levels. The study discusses five concerns in relation to alternative school programs: (1) issues raised regarding choice options within and outside the public school system; (2) characteristics of public school alternative programs; (3) examples of educational options; (4) the implementation and management of alternative school programs within school districts; and, (5) the potential challenges for schools in the adoption of programs of choice. The Digest concludes by expressing the need for adequate planning in order to make alternative school programs practical, feasible, and mutually beneficial. (JAM)

ED 309 566 EA 021 195

Jackson, Cole; And Others

Planning for the Future of the Orange County Public Schools: A Case Study in Strategic Planning and External Analysis.

PUB DATE- Jul 89

NOTE- 28p.; Paper presented at the General Assembly of the World Future Society (6th, Washington, DC, July 17-20, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Educational Planning; *Educational Trends; Elementary Secondary Education; Employment Patterns; Environmental Influences; Family Structure; Federal Aid; Financial Support; *Futures (of Society); Models; Political Attitudes; *Population Growth; *School Demography

IDENTIFIERS- *Orange County Public Schools FL; *Strategic Planning

The Orange County Public Schools' (OCPS) external analysis model gathered and analyzed information from external sources to determine the impact of external events, trends, and issues on the schools for years to come. The OCPS model analyzed population growth, political decision making, the decline of federal funding assistance, change in the school population composition, change in family structures, business trends, and others. The model had six phases: (1) environmental scanning; (2) data organization, storage, and retrieval; (3) data evaluation, analysis, and usage; (4) development of assumptions about the future; (5) development of implications for OCPS; and (6) environmental monitoring. (17 references) (SI)

ED 309 567   EA 021 196

Gerald, Debra E.; And Others
State Projections to 1993 for Public Elementary and Secondary Enrollment, Graduates, and Teachers.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00380-5, $3.25).
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment Projections; *Enrollment Rate; *Graduates; High Schools; Population Trends; *Public Schools; *Teachers; Teacher Student Ratio; *Trend Analysis

Projections of key education statistics are provided for a 5-year period to 1993, for public elementary and secondary schools at the state level. The report is designed to provide state-level projections developed with a consistent methodology based on: several statistical models of persistence in education; data from the National Center for Education Statistics for enrollment, graduates, and teachers; and estimates and projections of population from the U.S. Department of Commerce, Bureau of the Census. Appended are state projection methodologies, tables of standard errors of projections, data sources, and a glossary. (SI)

ED 309 568 EA 021 200

VanSciver, James H.; Roberts, H. Earl
Step by Step to Smoke-Free Schools.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; *Educational Policy; Elementary Secondary Education; *Health Promotion; Medical Research; *Prevention; Public Health Legislation; *Smoking; *Tobacco
IDENTIFIERS- *Lake Forest School District DE

This ERIC digest discusses ways of effectively banning smoking in schools so that controversies do not continue after implementation of the policy. By advocating a process approach, the document cites steps taken by the Lake Forest School Board to prohibit smoking in and around school grounds. Step one involved committee planning involving representatives from all the smoking and nonsmoking adult school publics. Step two involved feedback from groups potentially affected by a smoke-free schools policy. A trial balloon or run to test the policy's effectiveness comprised step three. Step four was a survey of smoker and nonsmoker attitudes toward the new policy. Step five involved official policy implementation through school board approval. In addition, this article reviews successfully implemented antismoking legislation in public places and in schools and lists the medical risks involved in continued smoking in public places and in schools. (JAM)

ED 309 569 EA 021 202

Ebeling, Louise Burrill

School Personnel Records: Confidentiality vs. The Public's Right To Know. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- May 89
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
NOTE- 10p.; Revision. First published in: "Education Law Update 1987-88."
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Confidentiality; *Confidential Records; *Disclosure; Elementary Secondary Education; Employer Employee Relationship; Ethics; Freedom of Information; Personnel Data; Personnel Evaluation; *Personnel Policy; Politics of Education; *Privacy; Public Opinion; *School Personnel

In the public school the tension between the public's right to know and the individual's right to privacy is clearly played out in questions surrounding the employee personnel file. The document discusses the relationship between employee and employer as well as between the public and the records. An issue often raised is what may or may not be kept in public employees' personnel files, which leads to the legislation of disclosure laws. A step-by-step analysis that an administrator should use to assess each request for records access is provided. Twenty guidelines are offered to assist in deciding whether requested personnel records information should be retained as confidential or should be disclosed. Courts have reserved the right to make the ultimate decision. (SI)

ED 309 570 EA 021 203

Freiberg, H. Jerome; And Others
Turning Around At-Risk Schools.
PUB DATE- Mar 89
NOTE- 80p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Faculty Development; *High Risk Students; Minority Groups; *Program Effectiveness; *School Effectiveness; Student Development
IDENTIFIERS- *Consistency Theory; *Texas

Teachers who are trained in Consistency Management and who use its principles in the classroom can facilitate improvement in student academic achievement. The Consistency Management Program, consisting of school and classroom management strategies integrated with instructional methods, seems to provide the conditions for learning to occur. Five geographically diverse schools with the common characteristics of large portions of minority students, low socioeconomic status student backgrounds, and high student mobility, participated in the Consistency Management teacher training program. When tested by the Texas Education Assessment of Minimal Skills, students from the five program schools showed a 17 percent increase in passing, while nonprogram students showed a 2 percent decline in passing. The teacher training on Metropolitan Achievement Tests improved student achievement by 12 percent in language arts and mathematics, 8 percent in social studies and science, and 4 percent in reading. Further, each of the five schools reduced time spent on disciplining students. Follow-up interviews with 19 teachers and the five schools' principals highlighted the Consistency Management Program, whose success supports the desirability of ongoing inservice programs and whose training provided teachers with a clear plan for discipline through the entire school. Data tables are appended. (37 references) (KM)

ED 309 571 EA 021 207

Clements, Barbara S.

Discrepancies in States' Reporting of Education Revenue and Expenditure Data.

PUB DATE- Mar 89

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Data Collection; Educational Finance; Elementary Secondary Education; *Expenditures; *Income; *Recordkeeping; *School District Spending; State Boards of Education; State Federal Aid

IDENTIFIERS- *National Center for Educational Statistics

The Education Data Improvement Project of the Council of Chief State School Officers collected data to identify specific elements collected by each state, and to isolate discrepancies in ways different states define, collect, and report fiscal data. A shuttle survey was designed to verify what information states collect on revenues and expenditures.

Through an iterative process, the shuttle allowed for increasingly accurate information to be obtained. A total of 46 states participted. The project examined a comparison of the states' accounting handbook; revenue data; and local, intermediate, state, and federal sources of revenue collection. States were also asked to confirm the classification of expenditures by function, program, and object categories. Because allocation of federal programs is determined in part by attendance and expenditure data, additional analysis was done on current expenditures, nonpublic students, computers and software, summer school, and other programs. The project was able to, in part, develop recommendations for standardizing and improving the reporting of current expenditures, attendance measures, and per pupil expenditures. The collection of further and comparable data from states will allow for more accurate state comparisons to be made, will facilitate the tracking of fiscal issues through the years, and will help the Federal Government ensure more equitable distribution of federal funds. (7 references) (KM)

ED 309 572 EA 021 208

Mueller, Kathy; Kendall, Mary Anne
Capturing Leadership in Action: Portraiture as a Collaborative Tool.

PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Evaluation; *Administrator Role; Cooperative Learning; Elementary Secondary Education; *Institutional Cooperation; *Leadership Styles; *Mentors; Postsecondary Education; Principals
IDENTIFIERS- *Danforth Foundation

As a means of comprehensive preservice education, mentor principals were selected using both naturalistic and quantitative methodology. The ethnographic technique of portraiture was also chosen as a means to understand and study the human relationships within the school and to understand the work of the principals in the context of these relationships. Twenty-four nominated principal mentorship school sites were studied for one complete day by teams of three students, and group portraitures were compiled of each. When examining these portraitures, similarities in leadership style emerged. The mentor principals were student-centered in their approach and values; had integrated special programs for both handicapped and gifted students into the mainstream of the school; had redefined the structure of control to encourage leadership among all staff members; treated everyone with respect including students, teachers, and parents; attempted to provide a safe, secure environment for students; and showed a strong commitment to the improvement of the educational structure of their school. Political and ethical issues were excluded from the portraitures. The collaborative process of compiling these mentor portraitures blurred the boundaries between university faculty and school practitioners, helping each to better understand the other in the study of principals in action. (5 references) (KM)

ED 309 573 EA 021 209

Shared Governance Manual: Active Cooperation for a More Effective Education. Third Edition.
Salt Lake City School District, Utah.
PUB DATE- Aug 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Accountability; *Administrative Organization; Administrator Responsibility; *Educational Administration; Educational History; *Educational Policy; Elementary Secondary Education; *Governance; Organizational Effectiveness; Participative Decision Making; School Effectiveness; *Shared Resources and Services
IDENTIFIERS- Consensus; *Salt Lake City School District UT

The Salt Lake City Board of Education appointed a committee in May 1988 to review shared governance concepts and as a part of the deliberations this handbook was revised. The handbook has seven sections: (1) basic history and philosophy; (2) policies and agreements regarding shared governance; (3) the principles of shared governance; (4) the limits of shared governance; (5) shared governance structures; (6) questions and answers; and (7) accountability-responsibility. Appended is a statement of the superintendent, recommendations of the Shared Governance Committee, objectives of shared governance; grievance forms, and a review of services form. (SI)

ED 309 574   EA 021 213

Model Policies for Small School Districts. Suggested Personnel Policy Guidelines for School Districts, 1989.
Oregon State Dept. of Education, Salem.
PUB DATE- May 89
AVAILABLE FROM- Publication Sales, Small Schools Association Office, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($3.50).
NOTE- 74p.; A publication of the Personnel Management Advisory Committee.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Board of Education Policy; Educational Policy; Elementary Secondary Education; *Employer Employee Relationship; Employment Practices; *Personnel Management; *Personnel Policy; School District Size; *State Legislation
IDENTIFIERS- *Oregon

School boards of small Oregon school districts must prepare and adopt policies, regulations, and rules to meet the basic requirements of state statutes and regulations. The suggested policies deal only with a minimum number of issues that come before the school board and for which it is responsible. Seven policies and rules are provided: (1) school board procedures; (2) certificated/classified staff; (3) certified/classified staff; (4) pupil personnel; (5) fiscal management; (6) instructional program; and (7) school-community relations. Appended is a list of definitions of key words and phrases. (23 references) (SI)

ED 309 575 EA 021 214

O'Reily, Robert C.
The Instability of Certification for Educational Administration.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Administrator Qualifications; *Certification; *Educational Administration; Elementary Secondary Education; Job Performance; State Legislation; *State Programs; *State School District Relationship; State Surveys
IDENTIFIERS- *Administrator Certification; Oklahoma

The profession of educational administration may find its best route to a unified improvement by way of increasing reflective thought and analysis of the work, coupled with the recognition of real-life politics that makes negotiation and compromise an absolutely essential part of that development. Data were generated from a survey that was extended to three different groups of professional educators, soliciting some of their views on certification. An analytical discussion leads to final questions about the relationship between legal controls over certification and levels of quality in the performance of administrative tasks in schools. Findings indicated (1) there is substantial diversity in regulating the issue of certification; (2) educators and state regulators agree that state-controlled, approved program systems provide the best academic arrangement for preparing school administrators; (3) state diversity represents strong local control; and (4) strong legal control of certification is at variance with the sentiment of educators. (7 references) (SI)

ED 309 576 EA 021 217

Cavazos, Lauro F.
Education: The Future Begins Today.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 18 Jan 89
NOTE- 18p.; Remarks prepared for delivery before the U.S. Department of Education Forum (Washington, DC, January 18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Accountability; Educational Change; *Educational Improvement; Elementary Secondary Education; Federal Aid; *Learning Processes; *Teaching Experience
IDENTIFIERS- *Department of Education

A well-chosen example can lend life to learning in a way that few other resources available to the teacher can rival; the driving force behind the current educational reforms is learning by example. The Bush Administration, to meet the challenge of the nation's education deficit, will become pupils of the educational system to learn from the valuable experience of teachers. It is the Administration's expectation that (1) everyone in America be educated to their fullest potential, a situation that can only result when all students remain in school and the term "dropout" becomes obsolete; (2) access to education must be ensured for not only the academically talented, but also for those living in poverty, the at-risk students, and the handicapped; and (3) all American citizens must be held accountable to the nation relative to the quality of education the country provides. The establishment of merit school programs using state standards under federal guidance would provide both official recognition and financial support to schools that are accountable and effective. Education is a critical part of the American social fabric; in a real sense, it is the vital link between our personal goals in life and our common goals as a free nation. (KM)

ED 309 577 EA 021 272

Inman, Robert P.
The Financing of Public Teachers Pensions: Causes, Consequences and Public Policy. Project Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 144p.; Appendix B will reproduce poorly due to faint and broken print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Fringe Benefits; Personnel Policy; *Retirement Benefits; *Teacher Employment Benefits; *Teacher Retirement
IDENTIFIERS- *Pension Plans

The extent, causes, and possible consequences of underfunded teacher pensions are examined. The analysis is divided into two separate studies. Essay I, "Appraising the Funding Status of Teacher Pensions: An Econometric Approach," examines the funding status of teacher pension plans for the 50 states and for selected localities for the decade 1971-1980. Based on a pension underfunding equation, the results reveal that the dollar value of plan underfundings have risen by over 50 percent in the average state from 1971 to 1980. Essay II, "Funding Teacher Pensions or Does Paul Rob Peter to Pay Mary?" seeks to answer the question of why some state plans are well funded and others are poorly funded. The analysis examines two central determinants of underfundings: pension benefits and pension contributions. Three models of state pension policymaking are discussed. Results indicate that there is a slow downward drift in the level of underfundings, and there seems to be no national teacher pension crisis on the fiscal horizon. However, the system does deserve continued scrutiny over the next two decades. (49 references) (SI)

ED 309 578 EC 220 555

Marcus, Lee M.; Singer, Bernice
Parents and Professionals: Working Together.
PUB DATE- Aug 88
NOTE- 25p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; *Clinical Diagnosis; Coordination; *Counselor Client Relationship; Handicap Identification; Helping Relationship; Intervention; Knowledge Level; Models; *Parent Participation; Personal Narratives; *Professional Services

This paper discusses perspectives on the relationship between parents and professionals in the diagnosis and treatment of children with autism. In the first section, the mother of an autistic adult recounts her early experiences in trying to obtain needed services and support for her then young child. A professional then describes the negative and inappropriate professional attitudes and approaches illustrated in the mother's narrative. It is noted that parents have important and reliable information to share about their child, and ignoring this information can result in delay in necessary services and enormous additional stress on the family. The following inappropriate professional responses are illustrated: blame and scapegoating of parents, failure to share information openly, lack of parent-professional partnership, permissive approach to treatment, and transient nature of professional involvement. The TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children) program in North Carolina is then presented as a model for meeting the needs of children with autism and their families in a collaborative manner, based on mutuality of trust and respect. The TEACCH program involves parents in the diagnosis and treatment process, integrates the program into the community, and provides continuity of service over time. (JDD)

ED 309 579 EC 220 567

Phillips, William L.

The Independent Effect of Paternal Age on the Incidence of Mental Retardation.

PUB DATE- Jan 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); *Chronological Age; *Downs Syndrome; *Fathers; Incidence; *Mental Retardation; Middle Aged Adults; *Predictor Variables

Because research had indicated that there is a correlation between older fathers and Down's Syndrome, this study attempted to generalize that knowledge to other genetically attributable cases of mental retardation. Fathers (N=222) who had institutionalized offspring labeled as mentally retarded and a comparison group of 248 fathers were analyzed. Data were analyzed through the technique of analysis of covariance. Findings indicated that there is no significant relationship between paternal age and mental retardation incidence rates while holding constant birth order, education, maternal age, parental age dispersion, and race. (Author/JDD)

ED 309 580 EC 220 568

AIM High Program Manual.
Austin Independent School District, Tex.
PUB DATE- Feb 89
NOTE- 192p.; The Office of Gifted Education was also involved in the preparation of the document.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Ability Identification; Elementary Education; *Elementary School Curriculum; *Gifted; Learning Strategies; *Program Development; Student Educational Objectives; Student Interests; Talent Identification; Teacher Characteristics

The AIM High Program was developed for elementary school children in the Austin (Texas) Independent School District who demonstrate unusually high ability, interest, and motivation in language arts, mathematics, science, and art. Students are identified for the program through standardized test scores, teacher recommendation, student interest, work samples, and a cognitive abilities test. Six instructional strategies support the AIM High curriculum: problem-solving, higher-level thinking, research skills, creative and productive thinking, writing as a process, and rapid mastery of the basics. Following an introductory section, this manual contains sections on organization of the AIM High Program at individual schools; the process of identifying students for AIM High; the instruments used in identifying students; special considerations in identifying students, including information on transfer students, student improvement plans, and program exit procedures; the AIM High langauge arts curriculum, mathematics curriculum, science curriculum, and bilingual curriculum; characteristics and training of AIM High teachers; giftedness definitions and characteristics of gifted students; and principles of differentiated curricula. (JDD)

ED 309 581 EC 220 569

Student Placement in Elementary and Secondary Schools and Section 504.
Office of Civil Rights (ED), Washington, DC.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights; *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Handicap Discrimination; Prevention; *Student Placement
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This pamphlet outlines the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against students on the basis of handicap, in programs or activities that receive federal financial assistance. The evaluation and placement procedures that schools must carry out to determine the educational needs of a handicapped student are discussed. Also briefly discussed are educational settings, re-evaluations, individualized education programs, procedural safeguards, and nonacademic services and activities. The pamphlet concludes with a list of the regional offices of the Office for Civil Rights of the U.S. Department of Education. (JDD)

ED 309 582 EC 220 570

Learning Related Visual Problems. ERIC Fact Sheet.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of five prepaid).
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Optometry; Vision; Visual Acuity; *Visual Impairments; Visual Learning; *Visual Perception

This fact sheet defines vision, outlines the visual skills needed for school achievement (ocular motility, binocularity, eye-hand coordination skills, and visual form perception), and describes how visual problems are evaluated and treated. The fact sheet also lists clues to look for when a visual problem is suspected, including the appearance of the eyes, complaints when using eyes for desk work, and behavioral signs. (JDD)

ED 309 583 EC 220 572

Fuchs, Douglas; And Others
Prereferral Intervention: A Prescriptive Approach.
George Peabody Coll. for Teachers, Nashville, Tenn.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 57p.; Portions of the article were presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, 1988) and the Annual Meeting of the Council for Exceptional Children (Washington, DC, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Behavior Problems; *Consultation Programs; *High Risk Students; Intermediate Grades; *Intervention; Junior High Schools; Mainstreaming; Middle Schools; Models; Program Effectiveness; Referral; Student Placement

IDENTIFIERS- *Prereferral Intervention

The investigation assessed the effects of three increasingly inclusive versions of the Behavioral Consultation (BC) model on problem behavior in mainstream classrooms, in an effort to develop an effective and efficient approach to pre-referral intervention. Subjects were 43 general educators, their 43 most difficult-to-teach nonhandicapped students, and 12 school consultants, representing seven inner-city middle schools. Among 31 experimental teachers, 10, 10, and 11 teachers were randomly assigned to a least, more, and most inclusive variant of BC, respectively. Pre-intervention, post-intervention, and follow-up observations of student behavior indicated that more inclusive BC versions exerted stronger effects than the least inclusive variant in reducing problem behavior. While more inclusive versions of BC require more time and energy from school personnel, consultants found that these versions required only an average of 6 hours of their time per student. Conducting a least-inclusive version of BC was found to be better than taking no action at all. (Author/JDD)

ED 309 584 EC 220 573

Rehabilitation in Japan, 1988.

Japanese Society for Rehabilitation of the Disabled, Tokyo.

PUB DATE- Mar 88
AVAILABLE FROM- Japanese Society for Rehabilitation of the Disabled, 20-8 7-chome, Nishishinjuku, Shinjuku-ku, Tokyo, Japan (3,000 yen).
NOTE- 229p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Cultural Traits; Demography; *Disabilities; Foreign Countries; Futures (of Society); History; Incidence; Legislation; *Medical Services; Organizations (Groups); Public Agencies; *Rehabilitation; *Social Change; Social Services; *Special Education; Trend Analysis; *Vocational Rehabilitation; Welfare Services
IDENTIFIERS- *Japan

The scope of Japan's rehabilitation services for persons with disabilities is reviewed and discussed from the perspective of social and demographic change in that country. An introductory chapter on the current situation in Japan looks at characteristics of the land, the people, the government, industry and the economy, and the culture. The second chapter describes the incidence of disabilities in persons: under 18, over 18, with mental disabilities, and with chronic diseases. Chapter 3 gives an overview of rehabilitation in Japan, looking at its development since before World War II, the present legal and administrative situation, and future prospects. Four subsequent chapters address the current state of specific areas of rehabilitation: medical, educational, vocational, and social. Chapter 8 describes the trends in organizations for dealing with major disabilities, including the beginning of the disability movement after World War II, formation of organizations for specific disabilities, the campaign for compulsory education, formation of parents' associations, the shift from institutional to community care, protection of civil rights, securing the right to work, increasing independence, and the Japan Council for the International Year of Disabled Persons. Appended materials contain information on related organizations and Japan's principal law on disabilities. (MSE)

ED 309 585 EC 220 576

Baine, David
Handicapped Children in Developing Countries: Assessment, Curriculum and Instruction.
Alberta Univ., Edmonton. Dept. of Educational Psychology.

PUB DATE- 88
AVAILABLE FROM- Department of Educational Psychology, Education N6-102, University of Alberta, Edmonton, Alberta, Canada ($13.00).
NOTE- 192p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Classroom Techniques; *Curriculum Design; *Curriculum Development; *Developing Nations; *Disabilities; Educational History; Elementary Secondary Education; Hearing Impairments; Large Group Instruction; Relevance (Education); *Student Evaluation; *Teaching Methods; Testing; Visual Impairments

A discussion of teaching and testing methods for children with disabilities focuses on techniques appropriate for use in developing countries. The book has several purposes. Its aims are to: (1) discuss practical, step-by-step methods that can be used readily in existing classrooms; (2) describe ideal methods and materials as long-term goals to work toward as classroom conditions improve; (3) describe methods for developing ecologically valid testing and teaching materials to fit unique, contemporary cultural, social, economic, geographic, urban, and rural environments; (4) explain methods for developing curricula designed to teach skills likely to be required under future conditions resulting from technological, industrial, social, and cultural changes and rural-to-urban migration; (5) describe the theories, philosophy, and supporting evidence for teaching and testing methods; and (6) provide examples of actual situations in both urban and rural areas of developing countries. Chapters address: characteristics of curricula used in developing nations; problems arising from adoption of western curricula; the use of ecological inventories to develop curricula; teaching methods; methods for teaching disabled children in large, regular classrooms; teaching students with limited hearing or vision; testing problems and recommendations; and functional testing. (MSE)

ED 309 586 EC 220 577

Mahon, Michael J.
Abstracts in Adapted Physical Activity (AAPA). Volume I: Research on Mentally Handicapped Individuals in Relation to Physical Activity Settings.
Manitoba Univ., Winnipeg.
PUB DATE- 86
AVAILABLE FROM- Manitoba Special Olympics, 1495 St. Matthews Ave., Winnipeg, Manitoba R3G 3L3 Canada ($10.00).
NOTE- 67p.; Funded by Manitoba Special Olympics.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adapted Physical Education; Athletics; Autism; Camping; Classroom Techniques; Leisure Education; Mainstreaming; *Mental Retardation; Motor Development; Multiple Disabilities; Physical Fitness; Play; Psychomotor Skills; Publications; *Recreational Activities; Self Concept; Self Esteem; Skill Development; *Special Olympics; Student Evaluation

The bibliography contains 150 annotated citations of research articles on individuals with mental retardation who were studied in relation to their physical activity settings. Citations provide information on the title, author, journal or related document in which the article appears, and the content or focus of the article. Citations are indexed in the following categories, all related specifically to mental retardation: autism, adapted physical education, camping, Down's Syndrome, integration or mainstreaming, leisure education, motor development and skill acquisition, motor evaluation, motor performance, multiple disabilities, physical activity, physical education, physical fitness, play, psychological factors, recreation, self-concept and self-esteem, Special Olympics, sport, and teaching techniques. Appended materials include an order form for articles, an abstract submission form, and an order form for copies of the publication itself. (MSE)

ED 309 587 EC 220 578

Pyeritz, Reed E.; Conant, Julia
The Marfan Syndrome and Fact Sheet.
National Marfan Foundation, Port Washington, NY.
PUB DATE- 84
AVAILABLE FROM- National Marfan Foundation, 382 Main St., Port Washington, NY 11050 (Document, $2.00; Fact Sheet, no charge for single copies, $10.00 for 100 copies).
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Adolescents; Adults; Attitudes; *Cardiovascular System; *Clinical Diagnosis; Drug Therapy; *Heredity; *Human Posture; Information Sources; Life Style; Medical Services; Nutrition; Organizations (Groups); Parent Attitudes; *Physical Characteristics; *Physical Disabilities; Physicians; Research; Social Support Groups; Visual Impairments; Young Adults
IDENTIFIERS- *Marfan Syndrome; Skeletal Systems

This introduction to the Marfan syndrome, a heritable disorder of connective tissue primarily affecting the bones and ligaments, eyes, cardiovascular system, and lungs, is intended for a general audience. The question-and-answer format was chosen by individuals with the syndrome to reflect their major questions and concerns. It incorporates the experiences of patients, relatives, and health professionals. Topics addressed include: skeletal features; effects on the eyes; cardiovascular features; other features; causes; diagnosis; who can be affected; potential for a cure; the most effective forms of treatment; the outlook and lifestyle for affected persons; common parent reactions; common reactions of affected adults; reactions of teenagers and young adults; family concerns; use of medications or special diets; how the syndrome is passed in families; the decision of affected persons to have children; need for informed physicians in routine medical care; current research; and organizations providing support and information. (MSE)

ED 309 588 EC 220 579

Walker, Sylvia, Ed.; And Others

Building Bridges to Independence: Employment Successes, Problems, and Needs of Black Americans with Disabilities. Proceedings of the National Conference.

Howard Univ., Washington, D.C. School of Education.; President's Committee on Employment of People with Disabilities, Washington, DC.
PUB DATE- 88
NOTE- 245p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Blacks; *Disabilities; Economic Opportunities;

*Educational Needs; Educational Strategies; *Employment; Employment Opportunities; Family (Sociological Unit); Mass Media; *Networks; Poverty; Public Agencies; Public Opinion; *Rehabilitation

The proceedings of this first national conference contain papers on a number of issues concerning the employment of Black Americans with disabilities. Topics include: perspectives of the Equal Employment Opportunity Commission perspective, the Rehabilitation Services Administration, the National Council on the Handicapped and the Health and Human Services; critical factors in the employment success of Black Americans with disabilities; public/private partnerships to facilitate career success for minority persons with disabilities; effective approaches to the education of Black Americans with disabilities (response included); education and its implications for the Black family; rehabilitating Black Americans with disabilities; poverty, race, and disability; communication and networking as vital links in the rehabilitation and employment of Black Americans with disabilities (response included); toward economic opportunity and independence as a goal for minority persons with disabilities; effective approaches to education and economic independence for Black Americans with disabilities (and response); and media portrayal of Black Americans with disabilities. Session summaries are also included. (MSE)

ED 309 589 EC 220 580

Tines, Jeffrey; And Others
Supported Employment in Illinois: Benefits versus Costs. Volume 5.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.; Illinois State Dept. of Rehabilitation Services, Springfield.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 168p.; For volumes 1 and 2, see ED 291 171-172; for volume 3, see ED 295 407. Additional support was provided by the Governor's Planning Council on Developmental Disabilities.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- *Cost Effectiveness; *Disabilities; *Employment Programs; Longitudinal Studies; Occupational Information; Program Effectiveness; Records (Forms); *State Programs; *Statewide Planning; Surveys
IDENTIFIERS- *Illinois; *Supported Employment

Three papers are presented on the benefits and costs of providing supported employment programs in Illinois for persons with disabilities. An introductory section, by Ronald W. Conley, explains the need for and use of cost-benefit analysis, the population in need of supported employment, and some methodological considerations. The three papers are: (1) "Benefit-Cost Analysis of Supported Employment in Illinois: A Statewide Evaluation" (Jeffrey Tines et al.), an assessment of program cost effectiveness during the first year of operation of a statewide program; (2) "Comment on Benefit-Cost Analysis of Supported Employment Programs" (Ronald W. Conley), a reflection on the validity of the quantitative analysis of first-year costs and benefits; and (3) "Longitudinal Benefit-Cost Analysis of Supported Employment Programs" (Jeffrey Tines et al.), which introduces a longitudinal approach to evaluating the Illinois program. Appended materials include: (1) supported employment program evaluation forms, with instructions, for gathering information on worker characteristics, worker finances, worker training and follow-up, worker employment, job development (project data), and cost effectiveness (project data); and raw monthly data for each of 394 workers in the program during its first year. (MSE)

ED 309 590 EC 220 581

Sirvis, Barbara
Students with Specialized Health Care Needs. ERIC Digest #458.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of 5 prepaid).
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Assistive Devices (for Disabled); *Curriculum Design; Elementary Secondary Education; *Health Needs; *Health Services; *Special Health Problems; *Student Characteristics

Students with specialized health care needs require specialized technological health care procedures for life support and/or health support during the school day. They may or may not require special education. These children were previously unserved in educational settings. Estimation of their numbers is difficult, but as many as 100,000 infants and children may be technologically dependent in some way. Their conditions may include ventilator dependence, tracheostomy dependence, oxygen dependence, nutritional supplement dependence, congestive heart problems, need for long-term care, apnea monitoring, and kidney dialysis. Unique medical needs must be met before the students can benefit from educational experiences. Fatigue, limited vitality, short attention span, and limited mobility may accompany technological dependence. Before the children enter the classroom, teachers should consider several possible environmental and intervention adaptations. Medical complications must be considered when developing schedules and curricular plans. Of considerable concern is the teacher tendency to overcompensate for handicaps. Curricular modifications may be similar to those adopted for students with physical disabilities. Parents, siblings, and families play an important role in habilitation and management of health care needs, promotion of independence, and coping. Interdisciplinary planning can enhance the positive impact of the learning experience. (MSE)

ED 309 591 EC 220 582

Garcia, Shernaz B.; Ortiz, Alba A.
Preventing Inappropriate Referrals of Language Minority Students to Special Education. Occasional Papers in Bilingual Education.
National Clearinghouse for Bilingual Education, Silver Spring, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; English (Second Language); *Handicap Identification; Instructional Effectiveness; Intervention; *Learning Problems; *Limited English Speaking; Referral; School Policy; Special Education; *Student Placement
IDENTIFIERS- *Prereferral Intervention

It is often difficult to distinguish those students with learning problems due to individual differences in learning styles or achievement difficulties from those students with specific disorders; failure to do so sometimes results in inappropriate referral of language minority students to special education. It also contributes to disproportionate representation of those students in special education.

These children suffer from the stigma of being labelled handicapped and may lose ground academically. Formal prereferral intervention is recommended, governed by a clearly articulated set of procedures followed by all personnel. Teacher assistance teams can be used to facilitate prereferral problem-solving. This process provides valuable insights for classroom teachers and team members regarding potential sources of student difficulties and can help distinguish learning problem types. At each step of the process, specific questions should address such issues as the problem; curricula and instructional materials; teacher characteristics; teaching style; teacher expectations and perceptions; student characteristics such as language proficiency, culture, and socioeconomic status; exposure to the curriculum; evaluation of instructional effectiveness; and alternative interventions. Prereferral intervention in which the major objective is to improve the effectiveness of regular education is a cost-effective approach. (MSE)

ED 309 592 EC 220 583

Cohen, Linda M.
Meeting the Needs of Gifted and Talented Minority Language Students: Issues and Practices. Occasional Papers in Bilingual Education.
National Clearinghouse for Bilingual Education, Silver Spring, MD.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; Acceleration (Education); Administrator Role; Change Strategies; Definitions; Educational Change; Elementary Secondary Education; Enrichment Activities; *Gifted; Honors Curriculum; *Limited English Speaking; Mentors; *Minority Groups; Parent Participation; *Program Development; Research Needs; Resource Room Programs; *Talent; Talent Identification

Issues in the education of gifted and talented students from minority language groups are discussed, including the definition of giftedness and how it affects minority language students, the reasons for underrepresentation of this group in gifted programs, commonly used techniques for identification of students in this group, and the suitability of the types of gifted and talented programs available. Program types discussed include enrichment programs, resource rooms, parental involvement programs, acceleration or honors curricula, and mentor programs. Recommendations for improvement of the assessment and educational programs for gifted and talented minority language students are made. They include broadening the concept of giftedness, expanding research on giftedness in this group, using more well-rounded assessment techniques, increasing staff awareness of its own potential for developing a gifted and talented program, exploring various program models, and increasing awareness of the different ways giftedness may be manifested in different populations. (MSE)

Integration of Early Intervention Programs. Bibliography #25.
Illinois Public Health Association, Springfield, IL. Illinois Birth to Three Clearinghouse.
SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- Jan 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Early Intervention; Infants; *Mainstreaming; Preschool Education; Program Development; Toddlers

The bibliography of 90 items lists books and journal articles for professionals and parents on the topic of integration of early intervention programs. The list encompasses publications on program models, parental expectations, financial concerns, effects on development of handicapped and nonhandicapped children, social behavior, and educational placement after preschool. Information provided includes: author, title, journal title or publisher, date, and call number for accessing the item from the collection of the Illinois Birth to Three Clearinghouse. Items are available on loan to Illinois residents. (JDD)

ED 309 594 EC 220 585

Autism. Bibliography #26.

Illinois Public Health Association, Springfield, IL. Illinois Birth to Three Clearinghouse.
SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- Jan 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Autism; *Early Intervention; Educational Diagnosis; Etiology; Handicap Identification; Infants; Preschool Education; Toddlers

The bibliography lists books and journal articles which are available on loan (to Illinois residents only) from the Illinois Birth to Three Clearinghouse. The 79 items listed focus on many aspects of autism, such as diagnosis, possible genetic links, social and pragmatic deficits, sleep problems, developmental therapy, drug therapy, behavior management, communication training, curriculum development, and teaching methods. The references describe materials for both professionals and parents and provide the following information: author, title, journal title or book publisher, date, and call number to use in accessing the item at the Clearinghouse. (JDD)

ED 309 595 EC 220 586

The Civil Rights of Students with Hidden Disabilities under Section 504 of the Rehabilitation Act of 1973.
Office of Civil Rights (ED), Washington, DC.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Civil Rights; *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Handicap Discrimination; Postsecondary Education; Preschool Education
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

The pamphlet outlines provisions of Section 504 of the Rehabilitation Act of 1973, which protects the rights of persons with handicaps in programs and activities that receive federal financial assistance, including individuals with disabilities that may not be apparent. The pamphlet answers questions about the civil rights of students with hidden disabilities, describing: the disabilities covered under Section 504; types of hidden disabilities; responsibilities of U.S. Department of Education fund recipients in preschool, elementary, secondary, postsecondary, and adult education; and examples of how schools can address the needs of students with hidden disabilities. Appended is a list of the regional offices of the U.S. Department of Education's Office for Civil Rights. (JDD)

ED 309 596 EC 220 587

Transition! School to Community. A Guide for Transition Planning.
Idaho State Dept. of Education, Boise.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 124p.; Developed by the Special Education Section.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Educational Planning; *Education Work Relationship; *Program Development; Secondary Education; Student Needs; *Transitional Programs; *Vocational Education

This guide presents a process for school-to-community transition planning for students with disabilities, based on individual need. In order for the school to support transition planning, it must put in place a school-based transition system, with the following essential components: local education agency administrative and program cooperation/support, interagency cooperation, community involvement, business and private sector support, and strong parent/student education and involvement. Development of school-based transition systems involves instructional preparation and transition planning, transition advisory committees, community resource inventories, parent/student education and involvement, interagency/employer cooperation and public relations, and procedural timelines and activities. With the system in place, individual transition planning can be addressed, which requires consideration of transition team members, areas of transition planning, levels in the transition process, evaluation and follow-up, and continuum of services. Appendices offer survey forms (including two sample individual transition plans), a list of relevant laws, and directories of apropriate federal and state government offices. (JDD)

ED 309 597 EC 220 588

Fisher, Gary L.; And Others
Teaching the Mentally Handicapped To Avoid Sexual Exploitation.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; Instructional Effectiveness; *Mental Retardation; *Prevention; *Sexual Abuse; *Sexual Harassment; Teaching Methods
IDENTIFIERS- *Sex Exploitation

Existing curricula on prevention of sexual exploitation for non-mentally handicapped children are not appropriate for the mentally retarded. Curricula specifically designed for special needs students include the "Special Education Curriculum on Sexual Exploitation" for mildly handicapped students and "Self-Protection for the Handicapped" for moderately/severely mentally handicapped students. To implement the curricula in a school district requires that administrator approval be acquired, that teachers receive inservice training, and that parents preview curriculum materials and air their concerns. Actual teaching of sexual abuse prevention curriculum can then take place. Instruction should occur in a group rather than in an individualized format, in 30- to 45-minute sessions each day for 24 weeks, using materials adapted to meet the needs of the particular students. It is important that concepts and skills be mastered before discussion of exceptions occurs. The efficacy of the curricula was evaluated by placing trained and untrained students in potentially exploitative simulations. The trained students performed significantly better than untrained students, *indicating* that classroom training generalized to perceived realistic situations. (JDD)

ED 309 598 EC 220 589

Proctor, Adele
Noncry Vocal Production in Infancy: A Bibliographic Review.
PUB DATE- 87
NOTE- 44p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Language; *Communication Disorders; *Expressive Language; High Risk Persons; *Infants; Preschool Education; Verbal Communication; *Verbal Development
IDENTIFIERS- *Prelinguistics; *Vocalization

This bibliographic review aims to present a single comprehensive source of references to facilitate clinical application of data obtained on the vocal activity of normal infants and to facilitate continued research on prelinguistic vocal output. The bibliography cites the published observational, empirical, and theoretical reports that examine the normal infant's noncry vocalization. Over 300 citations are listed, from the late 1800's to 1987. Citations are restricted to those discussions in which some type of analysis was attempted or completed on infant subjects' actual noncry utterances, whether the analysis was articulatory, acoustic, linguistic, phonatory, descriptive, or behavioral. The bibliography emphasizes studies of normal vocal functioning, but also includes studies that first established a normal baseline against which to compare a selected risk population. Dissertations and presented papers are not included, and only selected chapters are drawn from full-length books on infant vocalization. (JDD)

ED 309 599 EC 220 590

Look, Kathy
Tourette Syndrome.
PUB DATE- 8 Dec 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Classroom Techniques; *Clinical Diagnosis; *Developmental Disabilities; Elementary Secondary Education; Etiology; *Teaching Methods; *Therapy
IDENTIFIERS- *Tourette Syndrome

Tourette Syndrome has a history of being misdiagnosed or undiagnosed due to its unusual and complex symptoms. This paper describes: the symptoms of Tourette Syndrome; its etiology; age of onset; therapeutic methods, such as drug therapy, psychotherapy, diet control, and hypnosis; educational implications; and employment prospects. Several suggestions are outlined for teachers to use in working with students with Tourette Syndrome, focusing on stress avoidance, oral testing, resource room use for math study, motor problems, and improvement of self-image and peer relations. (JDD)

ED 309 600 EC 220 592

Kelly, Luke E.
I Can--Achievement Based Curriculum (ABC): Purpose, Development and Teacher Training.

PUB DATE- 88
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Adapted Physical Education; *Competency Based Education; *Curriculum; *Disabilities; Elementary Secondary Education; Individualized Instruction; *Inservice Teacher Education; Models; *Motor Development; Teaching Methods

The I CAN--Achievement-Based Curriculum (ABC) project is designed to train regular and special education teachers and regular physical educators to implement individualized, assessment-based instruction of the physical and motor needs of handicapped students in their classes. The ABC is a process model for training teachers how to plan, assess, implement, and evaluate instruction. Teachers first learn the ABC model in order to effectively use the "I CAN" resource materials. The "I CAN" resource materials are designed to cover the scope (primary through secondary) and essential content typically addressed in physical education, with accommodations made for students functioning at a wide range of levels (zero competency to advanced). The program is competency-based for both the teachers and their students. Certified trainers conduct workshops on assessing students' performance levels, prescribing instructional activities, teaching individualized instruction in group settings, and evaluating student change and program effectiveness. Teachers are subsequently monitored on their implementation competencies, and receive feedback. The program's performance objectives cover such areas of motor development as aquatics, locomotor skills, body awareness, physical fitness, dance, team sports, individual/dual sports, and outdoor activities. The appendices include a list of training and resource materials, an outline of student performance objectives, and a set of resource

materials for the performance of the overhand throw. (JDD)

ED 309 601 EC 220 593

Yau, Maria
Alternative Service Delivery Models for Learning Disabled Students. Number 188.
Toronto Board of Education (Ontario). Research Dept.
PUB DATE- Dec 88
NOTE- 107p.; Prepared by the Library Services Department.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Consultation Programs; *Delivery Systems; Elementary Secondary Education; *Learning Disabilities; Models; Problem Solving; *Resource Room Programs; Special Education; *Team Teaching; *Teamwork
IDENTIFIERS- *Prereferral Intervention

A literature review is presented on four alternative models of delivering special services to learning-disabled students. The literature search was conducted to identify pedagogically sound, effective, and efficient program approaches as alternatives to resource room programs. The four models identified from a search of the Canadian, American, and British literature, are: consulting teacher model, resource/consulting model, problem-solving teams, and team teaching model. For each model, the following components are discussed: model characteristics, historical background, philosophy underlying the model, types of services, conditions for the success of the model, evaluation studies on the model, and limitations of the model. The review concludes that the ideal model would be an incorporation of the various models by capitalizing on the best elements of each. (JDD)

ED 309 602 EC 220 595

Hill Top Spectrum, Vol. 5, Nos. 1-4.
Hill Top Preparatory School, Rosemont, PA.
PUB DATE- 88
AVAILABLE FROM- Spectrum/Hill Top Preparatory School, South Ithan Ave. and Clyde Rd., Rosemont, PA 19087 ($16.00 year).
NOTE- 33p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Alcoholism; Coping; Counselor Role; Delinquency; *Depression (Psychology); *Drug Abuse; *Learning Disabilities; *Parent Attitudes; Program Development; Secondary Education; *Sexuality; Suicide; Two Year Colleges; *Vocational Rehabilitation

Four issues of the newsletter of the Hill Top Preparatory School (Rosemont, Pennsylvania) which provides secondary educational services to learning-disabled adolescents are presented. Issues typically have one or two major articles. Article titles and authors are as follows: "The Parents of Exceptional Children: What Helps Them Cope with Situations; Review of the Literature" (Robert Naseef); "LD Specialist Describes Program for Students at Community College" (Kathy Lowe); "Vocational Rehabilitation Services Open for Learning Disabled Adults" (Esther Minskoff); "Role of Rehabilitation Counselors Key to VR Planning for LD Adults" (David Gragan); "Learning Disabled Adolescent Viewed at Risk for Drug and Alcohol Abuse" (Benson Gever); "M.D. Discusses Assessment, Treatment of Depression, Suicidal Tendencies in Children with Learning Disabilities" (G. Pirooz Sholevar); "Attorney Details Efforts to Break LD and Juvenile Delinquency Link" (Felicity Lavelle); and "Sexuality Presents Special Problems for Learning Disabled Adolescents" (Elissa Fisher and Andrea Fina). (DB)

ED 309 603   EC 220 596

Corder, Lloyd E.
The Ability of Deaf Individuals To Identify Facial Expressions.
PUB DATE- 18 Apr 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; *Deafness; *Emotional Response; *Facial Expressions; *Nonverbal Communication; *Partial Hearing; Sex Differences; *Visual Perception; Young Adults

The study attempted to determine whether deaf individuals could more accurately identify facial expressions than normal individuals. The 30 adult (mean age: 18 years) deaf subjects were asked to identify emotional states of photographed actors. Results generally indicated that deaf individuals are neither better nor worse at identifying emotional expressions than normal speaking and hearing individuals, though the six profoundly deaf subjects did score significantly lower than both partially deaf and normal hearers. There were no significant differences between scores of male and female deaf subjects. Deaf subjects, however, scored much lower than hearing subjects in identifying the emotion of disgust, often confusing it with the emotions of anger and sadness, a finding possibly explained by the nature of the sign language gesture for disgust. (DB)

ED 309 604 EC 220 598

Behrmann, June, Ed.; Lahm, Elizabeth A., Ed.
The Marketplace: Report on Technology in Special Education.
Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Assistive Devices (for Disabled); Computer Uses in Education; *Delivery Systems; *Disabilities; *Educational Legislation; *Educational Technology; *Educational Trends; Elementary Secondary Education; Government Role; *Incidence; Special Education

Three reports on technology in special education identify major trends, describe availability and characteristics of adaptive hardware, and report on special education costs and demographic data. The first report notes the continuing interest of the Federal Government in technology, the changing federal policy toward hardware acquisition, and such special education legislation as Public Law 94-142 (which assures appropriate public education for all handicapped children, Public Law 99-457 (which authorizes spending on technology and educational media) and Public Law 100-407 (which provides delivery systems for information and assistive devices). Critical issues identified include maximizing private and public sector initiatives; improving communication among developers, producers, and consumers; and translating research on effective applications into practice. The second report provides statistical data on the availability of adaptive hardware; proportions of devices that are assistive, computer input, or computer output devices; device functions; and design features. The final report presents data indicating that the population of students with handicaps (especially learning disabilities) is rising. It notes that federal funds constitute about 5% of total special education expenditures and that costs for educating handicapped students run about double the costs of educating regular students. The last report also discusses the educational environments of special students, related services, percentages of students exiting from secondary schools, and special education personnel. (DB)

ED 309 605   EC 220 599

Murphy, Linda; Della Corte, Suzanne
Siblings.
PUB DATE- Feb 89
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Child Rearing; *Disabilities; *Emotional Adjustment; Interpersonal Relationship; *Parent Child Relationship; *Siblings

The newsletter article examines the impact of a handicapped child on siblings and offers parents suggestions for handling sibling relationships effectively. The article notes differences in the emotional adjustment process between older and younger siblings of a handicapped child. This report also explains typical sibling reactions of regression, acting out, and playing the "model child" role. The article encourages parents to be honest, find time for the nondisabled child, read books written for siblings of handicapped children with the nondisabled child, plan family meetings to discuss concerns, help the nondisabled child deal with reactions of friends, and join a sibling network. The report mentions some specific do's and dont's including: (1) "Don't isolate your family;" (2) "Don't overindulge the normal siblings;" and (3) "Do have siblings visit their disabled brother's or sister's school." Finally, the report provides references for 25 books appropriate for siblings and addresses of three sibling networks. (DB)

ED 309 606 EC 220 600

Murphy, Linda; Della Corte, Suzanne
You, Your Special Child and the Doctor.
PUB DATE- Apr 89

AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Child Rearing; *Disabilities; *Medical Services; *Parent Role; *Physicians; Primary Health Care

The newsletter article provides parents of children with disabilities guidance on finding a doctor, communicating effectively with him, seeking a second opinion, and accepting responsibility in their special child's patient-doctor relationship. The article identifies both formal and informal methods of finding a doctor and gives suggestions for the initial interview. This report encourages parents to become as knowledgeable as possible about the disability, to refrain from withholding any information from the doctor, to keep good medical records, to follow the doctor's orders, and to ask questions. The article also recommends seeking a second opinion, but advises against doctor shopping. The report cautions parents about demanding new or controversial medical treatments. Finally, the report mentions some specific do's and don'ts including "Do ask your doctor to connect you with other parents of children with similar handicaps;" "Don't be afraid to ask questions;" and "Do ask for the last appointment of the day if you wish extra time." (DB)

ED 309 607 EC 220 751

Hoctor, Marge; Kaplan, Sandra
Developing Policies for a Gifted/Talented Program: A Handbook.
California Association for the Gifted.

PUB DATE- 89
AVAILABLE FROM- California Association for the Gifted, 23684 Schoeborn St., Canoga Park, CA 91304.
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Policy Formation; *Program Development; *Talent; *Worksheets

This booklet presents a series of worksheets to assist in the development and implementation of a well integrated set of policies for gifted/talented programs. Each worksheet covers an issue to be considered in policy development, with blank space allotted for specifying positive and negative points, a suggested policy, needs, and a timeline. Issues include: (1) identifying and placing under-represented minority students in gifted/talented programs, (2) articulating curriculum for gifted/talented students, (3) developing grading practices that do not discriminate against gifted/talented students, (4) deferring the differentiated curriculum in favor of the regular curriculum, (5) providing comprehensive programming, (6) using off-grade-level textbooks and resources, (7) training teachers to teach gifted/talented students, (8) assigning teachers for the program, (9) dismissing or removing students from the program, (10) obtaining high school or college credit for advanced courses taken at other institutions, (11) providing a continuous and accessible identification process, (12) discriminating against underachievers, (13) punishing students for participation in "pull-out" classes of a gifted/talented program, (14) assigning homework for students, and (15) overscheduling students. (PB)

ED 309 608 EC 220 752

Sirotkin, Stanley; Tessier-Swittick, Diane
Transportation for Students with Special Needs. A Supplement to: What You Need To Know about Riding the School Bus.
Montgomery County Public Schools, Rockville, MD. Div. of Transportation.; Montgomery County Public Schools, Rockville, MD. Office of Special and Alternative Education.

PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Bus Transportation; *Disabilities; Elementary Secondary Education; *School Buses

As a supplement to "What You Need To Know About Riding The School Bus, " this booklet answers some of the most common questions concerning transportation for students with special needs. Using a simple question/answer format, the booklet addresses 22 issues regarding scheduling, the duties and responsibilities of the driver/aide, parent responsibility, behavior, and other topics. Questions include: (1) How soon after placement will a child's transporation be arranged? (2) Can pickup/drop off times change throughout the year? (3) What if a child is picked up and delivered to a location other than his home? (4) Is a child entitled to door-to-door service? (5) What if a child moves to another part of the county? (6) What accommodations are needed when a child requires a wheelchair? (7) Are aides available on every bus? (8) Can buses come back for children who are not at the bus stop in time? (9) Does participation in special education guarantee transporation? (10) What accommodations will be made for children unable to conform to bus rules? (11) Can safety seats by provided? (12) How will deaf parents be notified of early closings and bus trouble? (13) How will hearing-imparied children communicate with drivers and aides? (PB)

ED 309 609 EC 220 753

Assistive Technology for Persons with Disabilities. Hearings To Provide Financial Assistance under the Education of the Handicapped Act To Assist Severely Handicapped Infants, Children, and Youth, To Improve Their Educational Opportunities through the Use of Assistive Device Resource Centers, and for Other Purposes, before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, Second Session (May 19 and 20, 1988).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- May 88

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

NOTE- 393p.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Delivery Systems; *Disabilities; Federal Programs; Mobility Aids; Sensory Aids; *Technology

IDENTIFIERS- *Proposed Legislation

This hearing relates to the provision of assistive technology devices and services for disabled individuals, focusing on the need for a coordinated federal effort to assist states in the provision of these services. Proposed legislation (S. 1586, the Technology to Educate Children with Handicaps Act, called TECH Act) would establish assistive device and technology resource centers nationwide. The centers would assess the needs of handicapped children and train specialists to assess their needs and to determine the most apppropriate assistive device. The centers would help find funding for devices; train parents, educators, and children in how to use assistive devices; and disseminate information. The hearing transcript contains presentations and prepared statements from: (1) Senators Orrin Hatch and John Kerry; (2) representatives from private organizations such as Self Help for the Hard of Hearing, Electronic Industries Foundation, and American Society of Mechanical Engineers; (3) individuals with disabilities, including Teddy Pendergrass, Ann Cope, and Daryl Smith; (4) representatives from the business sector, including Apple Computer, UNISYS Corporation, Champion International Corporation, and Bell Atlantic Corporation; (5) representatives from government agencies such as the Office of Special Education and Rehabilitative Services and the Office of Technology Assessment; and (6) representatives from colleges and universities. (JDD)

ED 309 610   EC 220 754

Bowman, Jan E.; Frechtling, Joy A.
Study of the Special Education Initial Referral and Placement Process in MCPS Elementary Schools.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Sep 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Disabilities; Due Process; *Educational Diagnosis; Elementary Education; *Handicap Identification; *High Risk Students; Learning Problems; Management Teams; Problem Solving; *Referral; Special Education; *Student Placement
IDENTIFIERS- Montgomery County Public Schools MD; Prereferral Intervention

The study examined procedures utilized in 28 elementary schools in Montgomery County (Maryland) when a student is found to have academic or behavioral problems that make functioning in the regular classroom difficult. The study examined one part of special education--how the school system initially identifies students for special services. The study reviewed 650 students to determine how many received a handicapped code and which code they received. The investigation monitored a subsample of 302 students to determine what happended when students received a referral to Educational Management Teams (EMT) and School Admissions, Review, and Dismissal (SARD) committees. Results showed that the profile of students seen to be at risk closely matched participation figures for receipt of special education services, with Black students more likely and Asian students less likely to be coded as handicapped compared to majority group students. The most common category was learning disabilities, followed by speech/language impairments. The functions of the EMT and the SARD were poorly differentiated; the EMT was frequently not fulfilling its problem solving function prior to referral for identification of a handicapping condition. Several inconsistencies in diagnostic evaluation and due process practices surfaced. (JDD)

ED 309 611 EC 220 756

McDermott, Paul A.; Stegemann, Jane Hessemer
The Comparative Effects of Computer-Assisted Instruction of Motivation and Achievement of Learning Disabled and Nonlearning Disabled Students.
Pennsylvania Univ., Philadelphia.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Drills (Practice); *Instructional Effectiveness; Intermediate Grades; *Learning Disabilities; *Mathematics Achievement; *Multiplication; Rewards; *Student Motivation; Teaching Methods; Underachievement

This study investigated the processes by which variation in format for presenting multiplication problems influenced children's motivation and achievement. The three multiplication drill and practice instructional methods were: (1) computer-assisted instruction (CAI) with a reward game, (2) computer-assisted instruction without a reward game, and (3) paper-and-pencil. A sample of 69 fourth-grade students was classified into one of two groups, labelled achiever or underachiever, and the students were randomly assigned to one of the three instructional methods. Results indicated that both achievement and motivation were related to instructional method. When motivation was defined as amount of time the student participated in the study, the two CAI groups were more motivated than the paper-and-pencil students. When achievement was defined as the number of multiplication problems completed correctly, the group of students using CAI without a reward game achieved more than the group using CAI with a reward game. When achievement was measured by pre- and post-achievement test comparison, there were no significant effects. There were no significant interactions between method of instruction and type of achiever. (JDD)

ED 309 612 EC 220 757

Billingsley, Felix F.
SIRS: Investigation of the Relative Efficacy of Two Response Prompting Techniques in the Instruction of Students with Severe Handicaps. Final Report.
Washington Univ., Seattle.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Dec 86
NOTE- 145p.; Some graphs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Comparative Analysis; *Instructional Effectiveness; Outcomes of Treatment; *Prompting; *Severe Disabilities; *Severe Mental Retardation; Time Factors (Learning); *Training Methods
IDENTIFIERS- *Graduated Guidance; *Time Delay

The study investigated the comparative effectiveness of the graduated guidance and time delay response prompting techniques when utilized as part of instructional interventions with students with severe disabilities. A replicated single subject, repeated measure design was used with seven subjects, aged 13-21. No significant differences were found between performance under time delay and graduated guidance treatments. Of the seven subjects, three showed no educationally significant progress under either experimental procedure. Acquisition and maintenance slopes for the remaining four subjects did not support the superiority of either experimental procedure. (JDD)

ED 309 613 EC 220 758

Fugate, Elizabeth P.

A Study of Communications between Local Administrators of Special Education Programs and Other Professional and Non-Professional Personnel Responsible for Implementing the Special Education Program at the Local Level.

PUB DATE- Aug 86

NOTE- 203p.; Ph.D. Dissertation, University of Tennessee.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Attitudes; Administrators; Department Heads; *Disabilities; Discussion; Educational Legislation; Elementary Secondary Education; Information Dissemination; *Interpersonal Communication; Knowledge Level; *Organizational Communication; *Organizational Effectiveness; Parents; Principals; Special Education Teachers; Superintendents; Teacher Aides; Teachers

Analyzed was the effectiveness of communications practices used between a sample of 141 directors of special education in Tennessee and "involved others," which included 141 school board chairpersons, 141 superintendents, 48 other central office program directors, 48 principals, 48 regular education teachers, 48 special education teachers, 48 aides, and 48 parents. Questionnaires elicited perceptions concerning communication in special education programs and measured the extent of knowledge of special education laws, regulations, and best practices. Analysis of responses received from 78% of the first group and 53% of the second group produced the following findings: (1) both local special education directors and involved others identified face-to-face personal discussions as the preferred means of communicating special education information, followed by telephone discussions, then small group meetings; (2) teachers and principals also favored letters/memos, bulletins, and calendars as communication methods; (3) most of the involved others had little knowledge of special education laws, regulations, and best practices; (4) the central office program directors had the most knowledge; school board chairpersons and parents had the least; and (5) there was a significant relationship between the knowledge possessed by the involved others and communications effectiveness, attitudes, and levels of interaction. (Author/JDD)

ED 309 614 EC 220 761

Nordstrom, Brian H.
The History of the Education of the Blind and Deaf.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Blind; *Educational History; *Educational Trends; Elementary Secondary Education; Preschool Education; *Social Attitudes

The chief events and personages in the history of the education of blind and deaf children are delineated, and the significant controversies surrounding them are explored. The history is apportioned into three epochs characterized by the attitudes of society toward the blind, deaf, and handicapped in general: (1) indifference or segregation; (2) pity and humanitarianism; and (3) self-reliance and social integration. Following a series of term definitions, the historical review begins with a focus on the French, Germans, and English in the 1700's and early 1800's. American pioneers are then discussed, focusing on the work of Samuel Gridley Howe and Thomas Hopkins Gallaudet. Several controversial issues are then examined, including teaching the deaf through oralism versus manualism, residential versus local schools, vocational training versus academic education, and training of teachers. An appendix contains a chronology of important events in the education of the blind and deaf. (JDD)

ED 309 615 EC 220 762

Pisarchick, Sally E.
The Importance of Time Management Skills for the Child or Adolescent with Learning Disabilities.
PUB DATE- Feb 89
NOTE- 8p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities "Enhancing the Quality of Life" (Miami Beach, FL, February 15-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Learning Disabilities; *Skill Development; *Teaching Methods; Time Factors (Learning); *Time Management; Time on Task

This document discusses the importance of time management for learning-disabled students and techniques to enhance the teaching of time management skills. Teaching effective time management calls for consideration of the student's readiness to learn new material, effective transitions between activities, clear prioritization of educational concerns from the total educational system, and opportunities for students to manage their own time. When directly teaching time management skills, teachers are advised to role model the desired behaviors, build in reward systems, barter with time, etc. (JDD)

ED 309 616 EC 221 335

Decker, Marcia J., Ed.
Directory of Selected Early Childhood Programs, 1988-1989.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 89
AVAILABLE FROM- National Early Childhood Technical Assistance System (NEC*TAS), CB #8040, 500 NCNB Plaza, University of North Carolina, Chapel Hill, NC 27599.
NOTE- 240p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Involvement; Compensatory Education; *Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; Educational Research; Federal Aid; *Federal Programs; Infants; Inservice Teacher Education; Mainstreaming; *Outreach Programs; Preschool Children; Program Descriptions; Research Projects; Teacher Education; Technical Assistance
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

This directory lists selected early childhood projects sponsored by the Office of Special Education and Rehabilitative Services (OSERS). An introduction provides an overview of OSERS' early childhood programs, their purposes and activities, and a brief discussion of the implications of Public Law 99-457. The "Directory of Projects" provides a state-by-state listing of projects, state personnel administering the projects, and state chairpersons of the Interagency Coordinating Councils. An abstracts section provides descriptions of the projects, organized according to project category and subcategory. Two indexes provide access to project abstracts by state and by program category and subcategories. Program categories are as follows, with subcategories in parentheses: (1) Handicapped Children's Early Education Program (HCEEP) demonstration projects (community involvement, experimental/compensatory, inservice training, integrated preschool, least restrictive environment, methodology for infants/toddlers with severe handicaps, non-directed/experimental, severely handicapped infants); (2) HCEEP outreach projects (national outreach, state outreach); (3) Division of Educational Services grants (research institutes, Technical Assistance Center); (4) Division of Innovation and Development grants (field-initiated research projects, early childhood projects, Policy Research Institute, school practices); (5) Division of Personnel Preparation grants (newborn-infant personnel, preparation of leadership personnel, preparation of special educators, rural special projects, special projects); and (6) National Institute on Disability and Rehabilitation Research grants (fellowships, field research projects, innovative research projects, research and demonstration projects, research and training centers, small business innovation research grants.) (JDD)

ED 309 617 FL 017 831

Foreign Language Proficiency Standards for Entrance and Graduation.
College of Liberal Arts. A Guide for Teachers of Spanish.
Minnesota Univ., Minneapolis. Coll. of Liberal Arts.

PUB DATE- 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Admission Criteria; *College Second Language Programs; Educational Equipment; *Graduation Requirements; Higher Education; Instructional Materials; *Language Proficiency; Language Teachers; Language Tests; Listening Skills; Program Design; Reading Skills; *Spanish; Speech Skills; Teaching Guides; Writing Skills
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; *University of Minnesota

This guide to Spanish language proficiency standards is intended to aid the University of Minnesota's staff in developing curricula and tests for the university's language courses, and to help foreign language teachers outside the university understand the university's language programs. The standards are geared toward the language skills expected of students having completed 3 quarters of university study (for program entrance) or 6 quarters (for graduation). An introductory section outlines the process of developing the standards, the resources necessary for proficiency-oriented programs to bring most students to the levels defined, and notes on interpreting and applying the proficiency guidelines. A section on testing describes the methods and instruments used. For each of the four language skills (listening, speaking, reading, and writing), the American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines are presented and the university's program entrance and graduation standards are outlined. (MSE)

Foreign Language Proficiency Standards for Entrance and Graduation.

College of Liberal Arts. A Guide for Teachers of French.
Minnesota Univ., Minneapolis. Coll. of Liberal Arts.
PUB DATE- 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Admission Criteria; *College Second Language Programs; Educational Equipment; *French; *Graduation Requirements; Higher Education; Instructional Materials; *Language Proficiency; Language Teachers; Language Tests; Listening Skills; Program Design; Reading Skills; Speech Skills; Teaching Guides; Writing Skills
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; *University of Minnesota

This guide to French language proficiency standards is intended to aid the University of Minnesota's staff in developing curricula and tests for the university's language courses, and to help foreign language teachers outside the university understand the university's language programs. The standards are geared toward the language skills expected of students having completed 3 quarters of university study (for program entrance) or 6 quarters (for graduation). An introductory section outlines the process of developing the standards, the resources necessary for proficiency-oriented programs to bring most students to the levels defined, and notes on interpreting and applying the proficiency guidelines. A section on testing describes the methods and instruments used. For each of the four language skills (listening, speaking, reading, and writing), the American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines are presented and the university's program entrance and graduation standards are outlined. (MSE)

ED 309 619 FL 017 833

Foreign Language Proficiency Standards for Entrance and Graduation. College of Liberal Arts. A Guide for Teachers of German.

Minnesota Univ., Minneapolis. Coll. of Liberal Arts.

PUB DATE- 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Admission Criteria; *College Second Language Programs; Educational Equipment; *German; *Graduation Requirements; Higher Education; Instructional Materials; *Language Proficiency; Language Teachers; Language Tests; Listening Skills; Program Design; Reading Skills; Speech Skills; Teaching Guides; Writing Skills
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; *University of Minnesota

This guide to German language proficiency standards is intended to aid the University of Minnesota's staff in developing curricula and tests for the university's language courses, and to help foreign language teachers outside the university understand the university's language programs. The standards are geared toward the language skills expected of students having completed 3 quarters of university study (for program entrance) or 6 quarters (for graduation). An introductory section outlines the process of developing the standards, the resources necessary for proficiency-oriented programs to bring most students to the levels defined, and notes on interpreting and applying the proficiency guidelines. A section on testing describes the methods and instruments used. For each of the four language skills (listening, speaking, reading, and writing), the American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines are presented and the university's program entrance and graduation standards are outlined. (MSE)

ED 309 620 FL 018 033

Bernicot, J.

The Linguistic Forms of the Request: How and When do Young Children Order or Suggest?

PUB DATE- Apr 89

NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989). Best copy available. Some paragraph headings may not reproduce well due to marginal legibility.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Child Language; Connected Discourse; *Discourse Analysis; Foreign Countries; *French; Language Acquisition; Language Patterns; Language Research; Oral Language; Young Children

IDENTIFIERS- France; *Imperatives (Grammar); *Requests

A study designed to examine the variation that occurs in the request production of children between the ages of 6 and 7 observed the kind of requests children make, what they request, whom they ask, and how they formulate their ideas. Twenty native French-speaking children divided into two age groups (6- and 7-year-olds) were asked to complete two character comic strip stories in which the hero made a request to either a friend or an enemy. Requests were for either action or for information. In both age groups, children used direct form and embedded imperatives more often when the hero addressed a friend. The hero employed hints more frequently when he addressed the enemy. The 6-year olds produced more indirect utterances than did the 7-year-olds; however, the 7-year-olds evidenced a clear ability to produce a variety of reformulations. The report discusses the children's ability to link the linguistic form of request to the social features of production situation. (DJD)

ED 309 621 FL 018 047

Coll, Julia; Osuna, Adelina
The Use of Miscue Analysis To Investigate Reading Strategies Used by Bilingual and Monolingual Students.
PUB DATE- 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (18th, Miami, FL, May 9-13, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Comparative Analysis; English; Grade 3; Measurement Techniques; *Miscue Analysis; *Monolingualism; Primary Education; Reading Skills; *Reading Strategies; *Spanish; Spanish Speaking; Syntax; Vocabulary Skills

A study compared the reading strategies in Spanish of three third-graders: two monolingual Spanish-speakers and one bilingual English-Spanish speaker. The Miscue Analysis Inventory was used for data analysis. Results indicated that the three readers performed below the proficient reader level, and their miscues followed similar patterns. The main characteristic found in the bilingual student's reading strategies was that his weaknesses were at the lexical level and his strength seemed to be at the syntactic level. However, in spite of lexical weaknesses, the bilingual student was able to summarize and narrate the setting, characters, and resolution of the story in a more cohesive manner than the monolingual students, confirming that his meaning construction strategies are more developed than those of the monolingual students. (MSE)

ED 309 622 FL 018 051

Duncan, Annelise M.
German Film: Exploiting the Shock Value To Explain the Other Culture.
PUB DATE- 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, Monterey, CA, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Cultural Education; *Culture Conflict; Educational Strategies; Film Criticism; *Foreign Language Films; *German; Language Teachers; North Americans; Second Language Instruction; Student Reaction

A discussion of teaching culture through the use of films focuses on how German Cinema films can be used successfully as a required extracurricular activity in German second-language-instruction. This kind of extracurricular activity is seen as a two dimensional educational experience. From the students' point of view, everything about seeing a German film conspires against enjoyment: the language, the prospect of having to write a critique, and the strangeness of the plot and characters. The instructor's reaction to the students' reaction to the film forms the other half of the educational experience: the teacher must assume an "American" point of view to deal with the apparent culture shock. American students' reactions to German cinema reveal cultural differences, and the medium of film challenges their ability to analyze those differences. (Author/MSE)

ED 309 623 FL 018 059

Lin, Ziyu

Some Advancement Phenomena in Mandarin Chinese: The Enlightenment from Relational Grammar.

PUB DATE- Oct 85
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (2nd, Buffalo, NY, October 3-5, 1985). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case (Grammar); *Grammar; Language Research; *Mandarin Chinese; Semantics; *Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- Passivity; *Relational Grammar; *Word Order

Because Mandarin Chinese is a language without much morphology in case, number, and gender; i.e., an uninflectional analytical language in which word order plays a decisive role in determining the semantics of a sentence; it seems inconvenient to investigate the language in the framework of relational grammar (RG); which depends heavily on case marking. However, the universality of RG lies in the fact that the grammatical relationship between sentence elements exists in every natural language. While exploitation of case markers provides an effective access to the problem, RG offers other options for a language underdeveloped in case marking. The few case markings in Mandarin Chinese, for direct and indirect objects, can be combined with other syntactic devices such as passivization in a preliminary investigation of some Mandarin Chinese phenomena within the RG framework. An analysis of Mandarin Chinese intransitive sentences illustrates this possibility. (Author/MSE)

ED 309 624 FL 018 061

Bresnan, Joan; Mchombo, Sam A.
On Topic, Pronoun, and Agreement in Chichewa.
PUB DATE- Oct 85
NOTE- 39p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (2nd, Buffalo, NY, October 3-5, 1985). Best copy available. The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bantu Languages; *Grammar; *Language Patterns; Language Research; *Linguistic Theory; Morphology (Languages); Phrase Structure; *Pronouns; Uncommonly Taught Languages
IDENTIFIERS- *Anaphora; *Chichewa; Topicality

There is significant synchronic evidence of the close relationship between anaphoric and grammatical agreement even within the grammatical structures of a single language. It is possible to predict clear syntactic differences between a grammatical agreement marker and a morphologically incorporated pronoun. What is required is a theory of grammatical function that integrates the properties of argument functions, such as subject and object; and discourse functions, such as topic and focus. An analysis of this aspect of Chichewa, a Bantu language, indicates that important parameters of change and variation

lie in surface form--the external phonologically interpreted morphology and phrase structures. The pronominal incorporation property is such a parameter; when it is combined with postulations about grammatical theory and discourse function, fundamental differences appear to be explained between syntactic structures organized by grammatical agreement with governed functions and anaphoric agreement with discourse functions. (Author/MSE)

ED 309 625 FL 018 087

DeChicchis, Joseph
Mayan Verb Complex Anaphora.
PUB DATE- Oct 88
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30-October 2, 1988). The complete Proceedings are available from the Dept. of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; Language Patterns; Language Research; *Linguistic Theory; *Mayan Languages; *Pronouns; Semantics; Tenses (Grammar); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Anaphora; Antecedents; Hierarchical Structural Analysis; Kekchi; *Markedness

Analysis of data from Kekchi, a head-marking language following Mayan patterns, can provide insight into case relations and pronominal reference in head-marking languages. Tensed verb constructions are examined, focusing attention on how the verb stem can determine both the number of referents and their semantic roles. The language's predication system (attributive and tensed verb) is described, and Mayan pronoun functions are outlined. Antecedent placement and the hierarchical status of the verb complex are discussed. These facts about Kekchi are noted: (1) Kekchi person markers underspecify the argument structure of a predication; (2) this referential inadequacy of person markers, which depend on the transivity of the verb for their proper interpretation, is a distinguishing feature of the language; (3) full Kekchi nominals, unmarked for case, are optional adjuncts to the verb; their occurrence is determined by nonsyntactic factors; and (4) Kekchi is a nonconfigurational language. It is concluded that all nonconfigurational languages must be considered as the descriptions of predication and reference are refined. (MSE)

ED 309 626 FL 018 089

Gorrell, Paul; Chen, Qiming
Minimal Commitment Parsing: Two Examples from Mandarin.
PUB DATE- 88
NOTE- 14p.; In: Proceedings of the Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30-October 2, 1988). The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; Comparative Analysis; English; Language Processing; Language Research; Linguistic Theory; *Mandarin Chinese; Models; *Sentence Structure; *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Parsing; Word Strings

Issues in syntactic processing, that aspect of the human sentence comprehension mechanism that recovers a syntactic structure for a given word string, are discussed. In particular, two structural ambiguities in Mandarin Chinese are examined and their successful parsing within the framework of minimal parsing models is discussed. Recent work investigating structural ambiguity in English is then related to the analysis of the Mandarin Chinese examples. As a result of the analysis, it is concluded that with this parsing design, the parser's response to structural ambiguity minimizes the need for reanalysis, computes multiple analyses based on available lexical and syntactic information, delays commitment to a unique analysis if sufficient information is unavailable, and does not postpone commitment if lexical material is left unlicensed or unstructured. The model, therefore, constrains both the parser's capacity for computing multiple analyses and its capacity for delaying commitment to a particular analysis. (MSE)

ED 309 627 FL 018 090

Greenberg, Gerald R.
Relativization and Subjacency in Russian.
PUB DATE- 88
NOTE- 13p.; In: Proceedings of the Eastern States Conference on Linguistics (5th, Philadelphia, PA, Semptember 30-October 2, 1988). The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; English; *Grammar; *Grammatical Acceptability; Language Research; *Linguistic Theory; *Russian; Uncommonly Taught Languages
IDENTIFIERS- Relative Clauses; *Relativization; *Subjacency
An analysis of subjacency in Russian focuses on relative clauses, and on the movement of the Russian pronoun "kotoryj." The properties of relativization in English are compared and contrasted with those in Russian, and a theory predating the formulation of bounding theory and the subjacency condition is tested with data from Russian. A newer formulation of subjacency, in terms of barriers, is found to account for more data. Varyng individual judgments of grammaticality are considered, and a set of conditions under which these variations may be accounted for is proposed. (MSE)

ED 309 628 FL 018 091

Heycock, Caroline
The Syntax of the Japanese Causative.
PUB DATE- 88
NOTE- 14p.; In: Proceedings of the Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30-October 2, 1988). The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case (Grammar); *Japanese; *Linguistic Theory; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Causatives (Grammar); *Tree Adjoining Grammar

A syntactic analysis of the behavior of the Japanese causative is presented within the framework of Tree Adjoining Grammar (TAG). Three points are made: (1) certain aspects of the case-marking in the Japanese causative construction can be accounted for if it is assumed that the formation of the causative involves verb-movement, and that verb-movement in Japanese has the same properties as the Germanic verb-raising construction; (2) the restriction on case-marking known as the "double-o constraint" is strictly local in nature, in the sense that it can be made precise in the TAG framework; and (3) the behavior of the causative under passivization follows from the analysis presented. (MSE)

ED 309 629 FL 018 092

Ishii, Yasuo
Head-Internal Relative Clauses in Japanese.
PUB DATE- Oct 88
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30-October 2, 1988). The complete Proceedings are available from the Dept. of Linguistics, Ohio State Univesity, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; *Japanese; *Language Patterns; Language Research; *Linguistic Theory; Uncommonly Taught Languages
IDENTIFIERS- *Relative Clauses

This study attempts to account for the distributional restrictions of Japanese head-internal relative clauses, and the restrictions on accessibility of noun phrases to head internal relativization in terms of the Empty Category Principle (ECP). The data indicate that there is a subject/object asymmetry in the distribution of the head - internal relative clauses, suggesting an account by the ECP. Head-internal relatives also have a curious restriction on the accessibility of the noun phrase to relativization. (MSE)

ED 309 630 FL 018 094

Ka, Omar

Wolof Syllable Structure: Evidence from a Secret Code.

PUB DATE- 88
NOTE- 16p.; In: Proceedings of the Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30-October 2, 1988). The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); *Structural Analysis (Linguistics); Suprasegmentals; *Syllables; Uncommonly Taught Languages; *Wolof
IDENTIFIERS- *Kall; Reduplication (Phonology); Senegal

A structural analysis provides new evidence concerning the internal structure of the syllable in Wolof, a West African language, through examination of the secret code called Kall, spoken mainly in Senegal's Ceneba area. It is proposed that Kall is better described as involving primarily a reduplication of the prosodic word. The first section examines Wolof syllable structure, detailing the surface syllable types, the representation of complex segments, and the syllabification principles of the language. The second section describes the different types of Kall and the phonological and morphological processes taking place. It also provides a prosodic analysis of the secret code, stressing the role of the syllable and the phonological word. The importance of secret code varieties in confirming the internal structure of the syllable in Wolof is shown. In particular, independently phonological rules (such as schwa insertion, glottal stop insertion and degemination) are shown to operate in the building or rebuilding of syllables of the secret code. (MSE)

Merlo, Paola
Secondary Predicates in Italian and English.
PUB DATE- 88
NOTE- 12p.; In: Proceedings of the Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30-October 2, 1988). The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Contrastive Linguistics; *English; *Italian; *Language Patterns; Language Research; Linguistic Theory; Romance Languages; Semantics; Structural Analysis (Linguistics); Syntax
IDENTIFIERS- *Predicates

An analysis of the nature of secondary predicates takes a comparative approach, using Italian and English. Distributional properties and extraction facts are accounted for, and an explanation for the fact that resultatives are not allowed in Romance languages is sought on the basis of Italian evidence. It is argued that the semantic distinction between depictive and resultative predicates is mapped onto different syntactic structures. (MSE)

ED 309 632 FL 018 097

Prince, Ellen F.
Yiddish WH-Clauses, Subject-Postponing, and Topicalization.
PUB DATE- 88
NOTE- 15p.; In Proceedings of the Eastern States Conference on Linguistics (5th, Philadelphia, PA, September 30-October 2, 1988). The complete Proceedings are available from the Department of Linguistics, Ohio State University Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; *Language Patterns; Language Research; Linguistic Theory; Models; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Yiddish
IDENTIFIERS- *Relative Clauses; Topicality; *Wh Clauses

An analysis of two different WH-clause types (relative clauses and free relatives/indirect questions) in Yiddish investigates the acceptability of a gap in the first position. A model is presented that accounts for the differences between the two by positing three constraints on their formation. It is then argued that either these constraints follow directly from discourse facts about the function of syntactic form, in which case they need not be stated at all in the syntax, or they are grammaticizations of those discourse facts. More specifically, it is argued that patterns result from certain interactions of the three types of WH-clauses with subject postponing and topicalization, and that these interactions reflect the discourse functions of the constructions in question. (MSE)

ED 309 633 FL 018 100

Austin, Theresa
Bilingual Teacher Attitudes and Language Use: A Comparison of Three Paraguayan Case Studies.

PUB DATE- Mar 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Case Studies; *Classroom Communication; Comparative Analysis; Foreign Countries; Guarani; *Language Attitudes; Language of Instruction; Research Methodology; Second Language Learning; Spanish; Surveys; *Teacher Attitudes; Teacher Characteristics; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Paraguay

Data from three different teacher surveys are compared in a study of Paraguayan bilingual teacher attitudes on the choice of the language to be used in the classroom. The surveys were conducted in 1976, 1979, and 1986. Paraguay was chosen because of the stability of Guarani-Spanish bilingualism in that country and in its educational system. A secondary analysis was conducted on the survey data. The three surveys are described, and the results are compared and contrasted. These aspects of teacher attitudes are examined: (1) teacher characteristics and preparation; (2) instructional techniques; (3) teacher home language use; (4) teaching experience; (5) language use during recess and in meetings; (6) Guarani use in class during the course of the school year; (7) reasons for using Guarani; (8) attitudes toward Guarani as a subject matter; (9) attitudes toward Guarani as an informal language; (10) and the impact of Guarani use in teaching and on achievement. Results suggest growing positive attitudes about the instrumental use of Guarani, particularly orally, but show continued high esteem and preference for Spanish. Ambiguities reflect mixed teacher awareness of language use and choice. Issues in the methodology of survey comparisons are discussed, and potential areas for further research are suggested. (MSE)

ED 309 634 FL 018 105

Cohen, Linda M.
The Role of Educational Technology in the Education of Limited English Proficient Students. New Focus No. 9. Occasional Papers in Bilingual Education.
National Clearinghouse for Bilingual Education, Silver Spring, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Audio Equipment; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; Educational Strategies; Games; *Instructional Effectiveness; *Limited English Speaking; Optical Disks; Pattern Drills (Language); Reading Instruction; Second Language Instruction; Simulation; Teaching Methods; Technological Advancement; Videodisks; Videotape Recordings; Word Processing; Writing Instruction

Significant advances in hardware and software have increased the possible applications for educating limited-English-proficient students. Two major studies have focused on technology and its relationship to the education of this population. There is a great diversity of hardware currently in use in schools, either stand-alone computers or computer networks. Several emerging technologies have potential applications: videocassette recorders, compact disk read-only memory (CD-ROM), videodisks, and computers that recognize speech. There is also a variety of available software in the form of drill and practice, tutorials, simulations, games, and applications of databases, spreadsheets, programming, authoring languages and systems, and word processing. Ideally, software should be both instructional and intellectual, and whatever its use, software should not supplant the teacher but provide new methods and tools for learning. The use of word processing offers a number of advantages for teaching reading and writing to limited-English-proficient students. Factors affecting the successful implementation of technology include lack of appropriate software, inadequate software integration into the curriculum, lack of compatibility between hardware and software or between hardware components, lack of funding to support repairs and maintenance of computer systems, and lack of teacher training. Correction of these problems and increased student and teacher access are recommended. (MSE)

ED 309 635 FL 018 106

Gingras, Rosario C.; Careaga, Rudy C.

Limited English Proficient Students at Risk: Issues and Prevention Strategies. New Focus No. 10. Occasional Papers in Bilingual Education.

National Clearinghouse for Bilingual Education, Silver Spring, MD.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 89

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-Art Materials (070)

DESCRIPTORS- Communicative Competence (Languages); Counseling Services; Disadvantaged Youth; *Dropout Characteristics; *Dropout Prevention; Elementary Secondary Education; Federal Government; *Government Role; *High Risk Students; *Limited English Speaking; Program Design; Research Methodology; School Size; State Government

Evidence suggests that limited-English-proficient (LEP) students are among those most likely to drop out of school. Inconsistencies in defining dropouts and limited research affect estimates of LEP dropouts. Factors increasing the dropout risk include: low level of English language competence; large school size; lower expectations of certain ethnic and minority groups; inappropriate social behavior in class; personal reasons; and residential mobility. While the effects of dropping out of school are not fully understood, they appear to be substantial, including reduced earnings, limited employment opportunities, loss of psychological well-being; and resulting societal burden. Public dissatisfaction with public education has led to a school reform movement focusing on increasing academic rigor for students and upgrading standards for teachers. Federal and state governments have responded to the dropout problem with various approaches and initiatives. The most important element in a dropout prevention program is identification of at-risk students. Research has revealed significant risk factors. Students drop out most frequently in high school, but intervention is warranted as soon as predictors identify students as being at risk. Dropout prevention program strategies include counseling, incentive and tutorial, work-related, and alternative curriculum approaches. A number of programs illustrate the ways in which strategies can be integrated. (MSE)

ED 309 636 FL 018 107

Fuentes, Jesus

The Effects of Social Background, Spanish Use, and English Proficiency on Codeswitching Attitudes and Behavior.

PUB DATE- Jan 88

NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (18th, Miami, FL, May 9-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Code Switching (Language); College Students; Cultural Differences; *English (Second Language); Ethnic Groups; Higher Education; Hispanic Americans; *Language Attitudes; *Language Proficiency; Sex Differences; *Social Background; *Spanish Speaking; Student Attitudes; Surveys

IDENTIFIERS- United States

A study investigated the relationship between gender, age, and length of residence in the United States and codeswitching behavior, by looking at the attitudes of 133 Hispanic college students who are first-generation immigrants from a variety of countries. The subjects completed questionnaires concerning their English and Spanish language proficiency, use of Spanish, and familiarity with and attitudes toward codeswitching. Results showed codeswitching to be relatively widespread among the sample, with significant ethnic differences in codeswitching behavior, familiarity, and attitudes. Puerto Rican students were most disposed and likely to use codeswitching, South Americans the least disposed, and Cubans the least likely to engage in codeswitching. In addition, age, gender, Spanish use level, length of residence in the United States, and English proficiency were found to affect familiarity with codeswitching or codeswitching behavior. Attitudes became more positive with longer periods of residence. The most powerful predictor of familiarity and codeswitching behavior, of the background variables considered, was the subjects' country of origin. Tables, a reference list, and the questionnaire are included. (MSE)

ED 309 637 FL 018 108

Newcomb, Thomas L.

The Amish Child as an E.S.L. Culturally Different Learner in the Rural Public School Classroom.

PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Amish; Children; Classroom Techniques; Cultural Background; *Cultural Differences; Educational Environment; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Public Schools; Rural Schools; School Responsibility; Teacher Education
IDENTIFIERS- United States

While the Amish are an established cultural group in the United States, Amish children are relatively ignored as a cultural and language minority group in public schools. Little information is available to the educator wishing to understand these children. Teacher education programs do not prepare teachers to deal with the language and experience backgrounds of Amish children while respecting their religious codes for action, dress, belief, and avoidance. The Amish home and culture are significantly different from mainstream society. Most Amish acquired their German dialect as their first language. The Amish child is clearly an English-as-a-Second-Language student in school. Amish children have great educational promise, but achievement depends on the learning environment. Limited studies at local levels have indicated that bilingual/multicultural education can be helpful to Amish children. Possible strategies include: treating this population as a bilingual-cultural minority; identifying, recognizing, and remediating cultural and language barriers; acknowledging cultural and language influences in testing; gathering information on the Amish for teachers; improved communication and interaction with the Amish community, including preparation of children for school; and including the Amish culture in teacher preparation courses. A variety of strategies can also be used to integrate and accommodate Amish children into the classroom. (MSE)

ED 309 638 FL 018 109

Garrott, Carl L.
Teacher Evaluation in Foreign Language Education: Behavior Alteration Techniques.
PUB DATE- 7 Aug 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Behavior Modification; Classroom Techniques; Correlation; Evaluation Methods; French; *Language Teachers; Second Language Instruction; Student Attitudes; *Teacher Effectiveness; *Teacher Evaluation; Two Year Colleges; Two Year College Students

A study examined the relationship between French teachers' use of behavior alteration techniques in the classroom, and the perceptions of individuals evaluating the teacher (students, peers, administrators) on the quality of instructional performance. Junior and community college French students, language teachers, and administrators responded to a questionnaire on the frequency of the use of specific behavior alteration techniques and their opinions of the best, average, and poorest teachers. Results suggest that the questionnaire was a reliable instrument for evaluating effective teaching behaviors and for evaluating the use of pro- and anti-social behaviors in the classroom. Further research into measurement that combines behavior alteration techniques and learning management skills is recommended. (MSE)

ED 309 639 FL 018 110

Steigerwald, Jacob
Exploring French, German, and Spanish.
PUB DATE- 87
AVAILABLE FROM- Translation & Interpretation Service, 355 West Fourth St., Winona, MN 55987 ($11.95; quantity discounts).
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Class Activities; Contrastive Linguistics; Cultural Differences; Cultural Education; *French; *German; Idioms; Indo European Languages; *Introductory Courses; Language Tests; Occupations; Phonology; Proverbs; *Second Language Learning; *Spanish; Structural Analysis (Linguistics); Student Educational Objectives; Textbooks; *Vocabulary; Workbooks
IDENTIFIERS- Cognates; International Phonetic Alphabet

This text- and workbook serves as an introduction to French, German, and Spanish as second languages. An introductory chapter discusses the relatedness of languages and the interrelationships of the Indo-European language families. The relationships of French, German, and Spanish to English are demonstrated in cognate exercises. In the second chapter, sound systems in general and sound production in particular are explained using the International Phonetic Alphabet.

Individual alphabets of the three languages are also included. The third chapter provides an introduction to various geographic and proper names and to denotations of the seasons, months, days, numbers, and expressions of time. Criteria for choosing to study a particular language are outlined in chapter 4. In chapter 5, the diversity of linguistic thinking is illustrated by examining varieties of corresponding English, French, German, and Spanish idiomatic expressions. Equivalent proverbs are also used to show cultural differences expressed in language. The sixth chapter outlines grammatical terms and parts of speech for use in language comparisons. The final chapter contains quizzes and a list of occupations in which foreign language competence can be an asset. A bibliography of over 70 items is also included. (MSE)

ED 309 640 FL 018 112

Jusczyk, Peter W.
Perception of Cues to Clausal Units in Native and Non-Native Languages.
PUB DATE- 28 Apr 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Cues; English; Infants; *Language Acquisition; *Language Processing; Language Research; *Language Rhythm; Listening Comprehension; Music; Polish; *Suprasegmentals; Uncommonly Taught Languages
IDENTIFIERS- *Clauses; Segmentals (Phonology)

A series of experiments investigated infants' perception of inherent structural organization in the prosody of utterances. The experiments used a listening preference procedure to test: perceptions of appropriate pauses in child-directed and adult-directed speech; perceptions of appropriate pauses in speech filtered for most segmental features but leaving prosodic features intact; and the role of experience in infants' sensitivity to prosodic cues and clausal units, by exposing the native English-speaking children to Polish speech. Infants in the English-language experiments were aged 6 to 12 months, and the infants in the Polish-language experiments were aged 4-and-a-half and 6 months. The study presents results and discusses them in relation to research on children's perceptions of music. (MSE)

ED 309 641 FL 018 113

Seidner, Stan; Ward, James
Funding Bilingual Education in Illinois.
PUB DATE- 14 May 89
NOTE- 24p.; Paper presented at the International Conference on Bilingual-Multicultural Education (19th, Miami, FL, May 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Models; Political Influences; *Public Policy; *Resource Allocation; *State Aid; *State Legislation; Statewide Planning
IDENTIFIERS- *Illinois

An analysis of the consequences of state administrative and legislative decisions on levels of appropriations for bilingual education in Illinois is presented. The report first describes existing legislation for bilingual education funding in the state, including legislation specifically for transitional bilingual education and other transitional instructional programs. Next, appropriations and political issues in the funding process are examined, including forces promoting competition among school districts. The report proposes a real cost model estimate based on actual program costs to districts and recommends a dollar funding level. Some state statistics concerning eligible and served populations, funding levels for each fiscal year (FY) since FY 1971, requested and actual FY 1988 appropriations, and total excess cost and projected allocations for FYs 1988 and 1989. The report presents separately all statistics for Chicago and downstate and includes a brief bibliography. (MSE)

ED 309 642 FL 018 114

Simich-Dudgeon, Carmen; And Others
Academic Language Talk: Significant Features in the Responses of L1/L2 "Effective Communicators."
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 59p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; Elementary Education; *English (Second Language); Grade 3; Grade 6; Interviews; *Language Patterns; Learning Activities; Mathematics; *Metacognition; Native Speakers; Oral Language; Sciences; *Teacher Student Relationship; Verbal Communication

A 3-year study was undertaken to identify the salient features of verbal academic (math and science) language performance of third- and sixth-grade students. The investigation classified both native and nonnative English-speaking students as either effective communicators/responders or unsuccessful communicators/responders. The study examined teacher-student communication during "verification of learning" activities, lesson segments in which the teacher checks student learning through one or more series of topic-related question-response-evaluation exchanges. Data collection took place in two Virginia public schools with high concentrations of ethnic and minority populations. The study report contains three parts. The first part outlines the study's methodology for analyzing the topical and functional aspects of the verbal interactive work of the teachers and students. The second presents the results of interviews eliciting students' and teachers' understanding of the function and process of verification of learning activities. The third examines the more specific linguistic and interactional characteristics of the turns-at-talk within each interactive task under consideration. (MSE)

ED 309 643 FL 018 115

Silva, Tony
A Review of the Research on the Evaluation of ESL Writing.
PUB DATE- 89
NOTE- 16p.; Paper presented at a Meeting of the Conference on College Composition and Communication (Seattle, WA, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *English (Second Language); Evaluation Criteria; *Evaluation Methods; Literature Reviews; Second Language Instruction; Test Construction; Writing (Composition); *Writing Evaluation

A review of the literature on the evaluation of writing in English as a Second Language (ESL) discusses research in four areas: (1) general discussions of basic issues in large-scale ESL composition evaluation; (2) accounts of the development of particular instruments and programs for measuring the ability of ESL writers; (3) reports of research looking for correlations between results from different ESL composition evaluation schemes; and (4) treatments of other related ESL writing assessment topics. A 46-item bibliography is included. (MSE)

ED 309 644 FL 018 116

Bensoussan, Marsha; Mauranen, Anna
SeDelGap Tests of Macro-Level Reading Comprehension: An Exercise in International Collaboration.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cloze Procedure; Coherence; Cohesion (Written Composition); Discourse Analysis; Foreign Countries; Higher Education; International Cooperation; Language Proficiency; *Language Tests; Multiple Choice Tests; *Reading Comprehension; *Reading Tests; *Test Construction; Test Reliability; Test Validity

Parallel studies at universities in Israel, Finland, Canada, and the United States used a "selected deletion gap-filling test," a variation on the cloze procedure designed to measure reading comprehension by testing the reader's familiarity with cohesive links and grasp of text coherence. The test design responded to the growing demand for a more efficient multiple-choice test of reading comprehension for large numbers of examinees. The study used discourse analysis to select the deletions and to examine their relationships to macro-structures in the text. Pilot testing with the varied university populations revealed the test to be statistically satisfactory. Recommendtions are that the test be used as: (1) a diagnostic test or as a test of language proficiency, with its deletions adapted to its function; and (2) part of a battery of tests measuring other aspects of language proficiency. Further research to expand the scope of the test is under way. (Author/MJE)

ED 309 645 FL 018 117

Xu, George Q.
ESL/EFL Composition: A Selected Annotated Bibliography.
PUB DATE- 89
NOTE- 27p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *English (Second Language); Information Sources; Second Language Instruction; *Writing (Composition); *Writing Instruction

An annotated bibliography of articles, dissertations, papers, and books written since 1983 on the teaching of composition to students of English-as-a-Second-Language contains 84 citations. The list includes ERIC document numbers and Dissertation Abstracts numbers. (MSE)

ED 309 646 FL 018 118

Addou, Ibrahim Hassan; Hodinko, Bernard A.
Age, Marital Status and Time in U.S. as Correlates to English Language Proficiency of Male Arab University Students.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Age Differences; *Arabs; College Students; Communication Apprehension; *English (Second Language); *English for Academic Purposes; Higher Education; *Language Proficiency; Listening Comprehension; *Males; *Marital Status; Notetaking; Reading Comprehension; Self Expression; Student Participation
IDENTIFIERS- District of Columbia; *Length of Residence

A study examined the difficulties that 400 male Arab students, attending five universities in the District of Columbia, experienced with academic English while seeking college degrees. A survey investigated problems with nine aspects of English language proficiency: (1) expressing ideas correctly, (2) understanding lectures, (3) taking class notes, (4) understanding examination questions, (5) participating in class discussion, (6) writing reports, (7) understanding textbooks, (8) feeling embarrassed to speak English, and (9) giving oral reports. The study correlated responses to questions about these issues with three personal characteristics: age, marital status, and the amount of time spent in the United States prior to the current university registration. Results suggest that the length of time spent in the United States prior to enrollment is an important factor to academic English proficiency and performance, while marriage can be a negative factor in both proficiency and academic performance. The report suggests that family responsibilities isolate male students socially; it recommends that these students leave their families in their home countries, particularly in the initial stages of foreign study. Older Arab students were found to have more difficulty with English than younger students, presumably because of less flexibility and less interest in acculturation. (MSE)

ED 309 647 FL 018 119

Hickmann, Maya; And Others

A Crosslinguistic Study of Cohesion in Children's Narratives: The Introduction of Referents.

PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Language; Cognitive Processes; *Coherence; Contrastive Linguistics; Discourse Analysis; English; Form Classes (Languages); French; German; *Language Acquisition; Language Universals; Mandarin Chinese; *Narration; Pragmatics; *Speech Skills; Uncommonly Taught Languages; Young Children
IDENTIFIERS- *Referents (Linguistics)

A study examined the development of discourse cohesion in first language acquisition within a functional and cross-linguistic perspective. The analyses focused on how children introduce new referents in discourse across four languages: English, French, German, and Mandarin Chinese. The data base consists of narratives produced by children between the ages of 4 and 10 based on two picture sequences. The study presented the narrative task to the children as a game in which they had to help a blindfolded interlocutor find out what happened in the stories. General tendencies and differences were observed across ages and languages. It was not until the children were 6 to 7 years of age that they used appropriate devices for introducing referents within the linguistic context. The children marked their referent introductions with both NP types and NP position, although their reliance on these two types of linguistic devices varied as a function of the language being acquired. These results show the interplay of general cognitive factors, universal discourse pragmatic principles, and language-specific processes for determining the acquisition of linguistic devices during the development of discourse cohesion. (Author/MSE)

Statement on Competencies in Languages Other Than English Expected of Entering Freshmen. Phase I--French, German, Spanish.

California Community Colleges, Sacramento. Academic Senate.; California State Dept. of Education, Sacramento.; California State Univ., Sacramento. Academic Senate.; California Univ., Sacramento. Academic Senate.

PUB DATE- Dec 86
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00, plus sales tax for California residents).
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Admission Criteria; Articulation (Education); College Freshmen; *Communicative Competence (Languages); Cultural Awareness; Curriculum Development; Evaluation Criteria; French; German; Higher Education; *Language Proficiency; Language Skills; Listening Comprehension; Reading Comprehension; Second Language Learning; Skill Development; Spanish; State Curriculum Guides; *State Standards; Vocabulary Skills; Writing Skills
IDENTIFIERS- ACTFL ETS Language Proficiency Guidelines; *California; Interagency Language Roundtable

This guide communicates the increasing need in California for young people to develop skills in languages other than English, and to direct attention to assessing these skills in terms of language use competency in realistic situations rather than in terms of courses taken or units earned. The guide recognizes successive stages of competency and describes each stage in terms of the communicative tasks students should be able to perform. The study suggests that college freshmen should have attained, by the end of high school, the ability to listen, converse, read, and write in the target language with sufficient basic skill, vocabulary, accuracy, and cultural awareness to communicate needs in everyday situations in a culturally appropriate way. The report describes a continuum of competency consisting of four stages, giving specific competencies for comprehension (listening and reading), production (conversation and writing), cultural awareness, vocabulary control, and language accuracy at each stage. The competency level descriptions serve as guidelines for curriculum development in language programs and provide criteria for rating functional language ability. Appended materials include membership lists of the organizations responsible for developing the standards and an acknowledgement list. (Author/MSE)

ED 309 649 FL 018 121

Carroll, David; Kowitz, Johanna
Text Concordancing--What It Is and What It Can Do for You.
PUB DATE- 2 Apr 89
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Warwick, England, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Software; Computer Uses in Education; *Discourse Analysis; Instructional Materials; Language Tests; Lexicography; Material Development; Morphemes; Search Strategies; Second Language Instruction; Textbook Content; *Word Processing
IDENTIFIERS- *Concordance (Data)

A text concordancer is a computer program that operates on a body of text to locate and sort all occurrences of a target morpheme, word, or pattern. Developments in word processing and hard disks in small computers have made new applications of the technique possible with direct relevance to the classroom. A discussion of the technique looks at the properties of a good concordancing program and briefly surveys some available programs. Features discussed include: the ability to accept data in many different word processing formats and ASCII; flexibility in selecting texts or sections of a text for analysis, using "tags"; range of search strategies available, including searching for phrases, and use of "wild cards"; and availability of different types of contextualization. The study discusses possible applications to the development of materials, tests, and classroom examples and illustrates these applications with a variety of corpora. The bibliography includes 33 items. (Author/MSE)

ED 309 650   FL 018 127

Kresovich, Brant M.
Discussion Activities To Increase Intercultural Communication Skills for Japanese Learners in EFL.
PUB DATE- Dec 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; Communicative Competence (Languages); Comparative Analysis; *Cultural Awareness; *Cultural Education; *Discussion (Teaching Technique); *English (Second Language); Foreign Countries; Intercultural Communication; Language Skills; Listening Comprehension; North American Culture; Second Language Instruction
IDENTIFIERS- *Japan

The study describes ten discussion activities designed to improve the communicative abilities of Japanese learners of English based on cultural instruction goals. The activities target intermediate and advanced students, but teachers can modify the lessons for false beginners. All exercises stress speaking and listening. They focus on topics related to Japan, requiring students to explain aspects of Japanese culture and compare them with North American customs. For each activity, the report provides the following information as appropriate: level (beginner, intermediate, or advanced), time required, cultural theme, language skills, materials needed, procedures, remarks, and acknowledgement. The study provides content of handout materials and appends a brief bibliography. (MSE)

ED 309 651 FL 018 128

Wilcox, Sherman

Foreign Language Requirement? Why Not American Sign Language? ERIC Digests

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071)
DESCRIPTORS- *American Sign Language; Cultural Education; Curriculum Design; Deafness; *Graduation Requirements; Higher Education; *Second Language Learning; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- *ERIC Digests

A discussion focusing on whether American Sign Language (ASL) should be accepted in fulfillment of university foreign language requirements attempts to dispel misconceptions about the language; and to show that ASL can provide the same benefits as the study of more traditional foreign languages, including the opportunity to communicate in another language and to learn about a different culture. The discussion highlights the following common questions and misconceptions about ASL: (1) Isn't ASL just a derivative of English?; (2) If ASL is American, how can it be considered a foreign language?; (3) Is ASL an important international language?; (4) What kind of culture is associated with ASL?; (5) Does ASL have a body of literature?; and (6) Will acceptance of ASL cause declining enrollments in traditional foreign languages? Issues universities should consider when choosing to accept ASL to fulfill the graduation requirement include curriculum design, teacher qualifications, student evaluation, and program location. (Author/VWL)

ED 309 652 FL 018 170

Reeves, Jane
Elementary School Foreign Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Awareness; Elementary Education; *FLES; *Instructional Materials; *Language Teachers; *Second Language Instruction; Second Language Learning; *Teacher Qualifications
IDENTIFIERS- Content Area Teaching; *ERIC Digests; *Exploratory Foreign Language Programs

Various elementary school foreign language programs (FLES) are introduced, including, regular FLES, content-based FLES, and exploratory foreign language programs (FLEX), and a description of each of the programs is presented. The following questions are addressed: (1) Where should FLES programs meet? (2) How are FLES and FLEX programs staffed? (3) What materials and resources are available to the FLES teacher or for use in the FLES classroom? and (4) What are the hallmarks of a successful program? References, suggestions for further reading, and resources are included. (VWL)

ED 309 653 FL 018 179

Hudelson, Sarah
Write On: Children Writing in ESL.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Prentice Hall Regents, Englewood Cliffs, NJ 07632 ($14.00).
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071)
DESCRIPTORS- *Children; Classroom Techniques; Cognitive Processes; Elementary Education; *English (Second Language); Language Acquisition; Language Research; Language Teachers; Peer Evaluation; Reading Skills; Second Language Learning; *Skill Development; *Teaching Methods; *Writing Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- Dialogue Journals; Whole Language Approach

This monograph focuses on the writing development of young English-as-a-Second-Language (ESL) learners in order to provide teachers with an overview of research and theory about ESL children's writing from the perspective that research and theory may and should form practice. Recent research on children's first and second language writing is reviewed, including the influence of native language reading and writing ability on ESL writing development. The application of these research findings to instructional strategies and the need for classroom assessment and documentation of children's progress as writer's are considered. The following topics are highlighted: (1) the whole language approach; (2) the use of peer review in the classroom; (3) the elements that ESL students bring to writing; and (4) the connection between reading and writing. (Author/VWL)

ED 309 654 HE 020 983

Maia, Nelly Aleotti
The World of Work in Developing Nations: A Challenge to the University.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; Culture Lag; *Developing Nations; Educational Demand; Educational Quality; *Education Work Relationship; Enrollment Trends; Foreign Countries; Higher Education; *Outcomes of Education; Relevance (Education)
IDENTIFIERS- *Brazil

Some of the critical aspects of the relationship between the university and the world of work in developing nations are discussed with a focus on Brazil. The role of higher education in a fast developing society is examined. Phenomena concerning higher education that are universal and constant include population growth, increasing complexity of social heritage, increased rate of change, and intensification of communications. Higher education in Brazil today deals with several specific issues as follows: increasing demand; exclusiveness; quality; resources; and administrative control and centralization. Brazilian society suffers from a distorted surplus of academic titles with no productive function. The state and federal governments have tried to change this by promoting technical courses, but they have not been very effective, and thus, universities are still far from the world of work. It is concluded that universities have been inflexible and distant from real community needs, the patterns used for training teachers do not meet the needs of the world of work, and educational models in developing countries do not respond to the culture in which the schools are placed. Strategies for remedying this problem include: orderly growth and dissemination of schools; support of technical schools; strengthening the relationship between university and society; better teacher preparation; and efforts to abolish the barrier between the university and the world of work. (SM)

ED 309 655 HE 021 208

Schlossman, Steven; And Others
The "New Look:" The Ford Foundation and the Revolution in Business Education. GMAC Occasional Papers.
Graduate Management Admission Council, Princeton, NJ.
PUB DATE- Dec 87

NOTE- 107p.; For related documents, see HE 021 947-951, HE 022 027 and HE 022 311.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Business Administration Education; Change Strategies; Curriculum Development; Graduate Study; Higher Education; Management Development; *Philanthropic Foundations; Private Financial Support; Professional Education; *School Business Relationship
IDENTIFIERS- Carnegie Institute of Technology PA; Columbia University NY; *Ford Foundation; Harvard University MA; Stanford University CA; University of Chicago IL

A historical study of the critical role played by the Ford Foundation in the 1950s and 1960s in the development of modern American graduate management education is presented. The Ford Foundation's entrance into business school reform occurred at an opportune time, as the United States was on the verge of a major boom in college enrollments, and there was a dramatic expansion of those aged 18 to 24 and those ready to invest in a college education. Under such conditions, institutions could strengthen their academic requirements while minimizing the risk of enrollment loss. The most important research and curricular changes during the decade of Ford Foundation activity occurred in quantitative techniques. The foundation was especially concerned with the apparent imbalance between advances in mathematics and those in the behavioral sciences. Four sections are as follows: (1) the Ford Foundation 1936-1953; (2) the revolution (Carnegie Tech: EDA's lightning rod, Harvard: the legitimizer, Columbia: professional education in the liberal tradition, Chicago: the behavioral sciences and business, and Stanford: the last center); (3) from big push to termination: the road not taken (spreading the word, the study of business and education for business, and a grand terminal effort); and (4) what was achieved (substantive reform, the Ford Foundation as a vehicle of reform, and conclusion: business education reform and the business community). (SM)

ED 309 656 HE 021 540

Ralston, Jayne; Ralston, Tony
The Sabbatical Book.
PUB DATE- 87
AVAILABLE FROM- The Roylett Press, 129 Chatham Avenue, Buffalo, NY
14216 ($9.95).
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *College Faculty; *Faculty Development; Higher Education; *Leaves of Absence; *Sabbatical Leaves; Teacher Improvement; Travel
IDENTIFIERS- England; State University of New York

A handbook of information for faculty going on sabbatical or leave is presented, based on several personal experiences with planning, completing, and returning from sabbaticals. Eleven chapters are as follows: (1) applying for a sabbatical; (2) where to go and for how long; (3) can you afford it (e.g. taxes); (4) renting your house (must you rent, the tax situation, how to rent the house, choosing tenants, showing the house, the lease, preparing the house for tenants, and horror stories); (5) renting a place to live (house or apartment, costs, how to go about renting a house, and questions to ask); (6) schools for your children (language problems, public or private schools, local or international schools, and coping with problems); (7) planning before you leave (e.g. cancelling services, mail, and cars); (8) getting settled (money and banking, furnishings, and charge accounts); (9) travel (how to go and return, buying abroad, and the cost of travel); (10) returning from a sabbatical; and (11) sabbaticals in England (universities in England, living in London, and living in Britain). Three appendices present a list of books to read, a planning checklist, and a discussion of sabbaticals in the State University of New York. (SM)

ED 309 657 HE 021 946

MacGowan, Sandra, Ed.
The Admissions Strategist. Recruiting in the 1980s. No. 11: Enrollment Management and Adult Students.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 88
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Admission (School); *Adult Students; College Administration; College Planning; Continuing Education; *Enrollment; Higher Education; Nontraditional Students; Reentry Students; *Student Recruitment; Womens Education
IDENTIFIERS- *Enrollment Management; Syracuse University NY; University of Massachusetts Boston

Information is presented on enrollment management for adult students. Papers presented at various seminars on the subject are compiled as follows: "Enrollment Management: College Recruitment Philosophy for the Eighties" (Don Hossler); "Enrollment Management Without Adult Students: Only Half the Story" (Carol B. Aslanian); "Avoid Detroit's Mistakes: Reposition Your Institution to Respond to Adults" (Lawrence N. Smith and Rita Abent); "Develop a Powerful Data Base Management System for Your Institution" (John McIlquham); "University of Massachusetts at Boston Creates New Enrollment Services" (Douglas Hartnagel); "Syracuse University Fits Enrollment Management into Its Academic Mission" (Thomas F. Cummings); "College of Charleston's Reorganization Produces Successful First Year" (Sue A. Sommer-Kresse); "Surprising Survey Results About Recruiting Reentry Women Students" (Linda Felicetti); and "Kansas Universities' Support Systems Help Nontraditional Female Students" (Julianne Ducommun Cooper and Robert J. Mattox). The College Board's Office of Adult Learning Services, which connects institutions to adult students, is described, noting its technical services, training, and publications. (SM)

ED 309 658 HE 021 947

Johnson, Terry R.; And Others
The Demand and Supply of University-Based Executive Education. GMAC Occasional Papers.
Graduate Management Admission Council, Princeton, NJ.
PUB DATE- Aug 88
NOTE- 293p.; For related documents, see HE 021 208, HE 021 948-951, HE 022 027, and HE 022 311.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; *Business Administration Education; College Programs; Educational Assessment; Educational Demand; Educational Supply; Graduate Study; Higher Education; *Management Development; Outcomes of Education; Professional Education; Program Effectiveness

The results of a study of the market for university-based education programs for executives and managers is presented. Study objectives were to profile corporate use of various executive and management education programs, profile characteristics of university-based executive education programs currently offered, and identify trends and unmet needs in the market for executive development in general and for university-based programs in particular. Nine sections are as follows: introduction; design of the demand study; overview of executive development in U.S. companies; participant characteristics by program type; the program/participant decision making process; assessment of program effectiveness; trends in corporate use of executive development programs; examination of variation in program use and trends among large U.S. firms; and supply study: design and findings. Study findings include the following: the estimated number of executive/manager participants in executive education programs from firms of at least 1,000 is 3.9 million in 1986; the estimated size of the market for executive education programs from the firms represented in this study is $2 billion in 1986; and executive MBA programs are the most expensive at $14,000 per participant. Six appendices are: data collection procedures and response rates; corporate survey; procedures for handling missing data; data underlying figures reported in text; coefficients of OLS regression models described in section 8; and coefficients of multinomial logit models described in section 8. (SM)

ED 309 659 HE 021 948

Stolzenberg, Ross M.; Giarrusso, Roseann
What Students Want from an MBA and What They Expect from Post-MBA Employment. First Results from the GMAC's New Matriculants Survey. GMAC Occasional Papers.
Graduate Management Admission Council, Princeton, NJ.
PUB DATE- Aug 88
NOTE- 159p.; For related documents, see HE 021 208, HE 021 947-951, HE 022 027, and HE 022 311.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Business Administration Education; Career Development; College Graduates; Education Work Relationship; *Goal Orientation; Graduate Study; Higher Education; Management Development; Outcomes of Education; Professional Education; *Student Educational Objectives
IDENTIFIERS- *Masters of Business Administration

Basic information is presented on what students want from the Masters of Business Administration (MBA) degree and what they expect from their post-MBA employment. It is based on the Graduate Management Admission Council's New Matriculants Survey which gathered data on 2,053 first-year students at 91 U.S. graduate schools of business and management in 1985. Four sections are as follows: what students want from an MBA (e.g., individual variations in reasons for pursuing the MBA, other programs considered, and desired curriculum); what students expect from post-MBA employment (e.g., importance of selected job facets by amount of employment experience and type of school, and sources of dissatisfaction with current or most recent job); expected post-MBA employment changes (e.g., planned changes of employer and/or position, employment status, and type of occupation wanted); and expectations about attaining post-MBA employment objectives (i.e. level of optimism about future employment and length of time students expect to spend looking for desired job). Results include the following: career entry/advancement is the most frequently cited reason students pursue the MBA degree; what students want from the MBA appears to not vary at all by sex or enrollment status; there are meaningful variations in student ratings of importance among students with differing amounts of full-time employment experience; and almost half of the respondents want to change both their employer and position upon completion of the MBA. (SM)

ED 309 660 HE 021 949

Stolzenberg, Ross M.; Giarrusso, Roseann
School Selection by Students. First Results from the GMAC's New Matriculants Survey. GMAC Occasional Papers.
Graduate Management Admission Council, Princeton, NJ.
PUB DATE- Mar 88
NOTE- 105p.; For related documents, see HE 021 208, HE 021 947-951, HE 022 027, and HE 022 311.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Business Administration Education; College Admission; *College Applicants; *College Choice; College Graduates; *Decision Making; Educational Demand; Enrollment; Graduate Study; Higher Education; Professional Education; Selection; Student Characteristics
IDENTIFIERS- *Masters of Business Administration

A description of the Graduate Management Admission Council's New Matriculants Survey focusing on school selection by Masters of Business Administration students is presented. Four sections are as follows: (1) reasons for applying and enrolling (including student differences in reasons for applying); (2) who applies to more than one school (e.g., demographic characteristics and school related characteristics); (3) do multiple admittees differ from multiple appliers (e.g., how many are admitted to more than one school and employment characteristics); and (4) reasons multiple admittees did not enroll in the second choice school. Highlights of the survey findings are: 60% of the respondents applied only to one school, school location was the single most important factor in the students' application and enrollment decisions; and both school quality reasons and school cost or convenience factors are important to these application and enrollment choices. However, except among matriculants at the most highly competitive schools, convenience and/or cost reasons are consistently more important than school quality in this process of school selection by students. (SM)

ED 309 661 HE 021 950

Stolzenberg, Ross M.; And Others

An Overview of Demographic and Family Characteristics of First-Year Students in U.S. MBA Programs. First Results from the GMAC's New Matriculants Survey. GMAC Occasional Papers.

Graduate Management Admission Council, Princeton, NJ.

PUB DATE- Apr 88

NOTE- 87p.; For related documents, see HE 021 208, HE 021 947-951, HE 022 027, and HE 022 311.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Business Administration Education; *Demography; *Family Characteristics; Geographic Distribution; Graduate Study; Higher Education; Parent Background; Professional Education; *Student Characteristics

IDENTIFIERS- *Masters of Business Administration

Basic data about the demographic and family characteristics of first-year students at American graduate schools of business and management are presented, based on the Graduate Management Admission Council's New Matriculants Survey. Three sections are as follows: (1) individual demographic characteristics (distributions and crosstabulations of individual demographic characteristics); (2) marital and family characteristics (marital status, spouse characteristics, and children); and (3) family background (characteristics of father and mother). Results include such facts as: about two-thirds of matriculants are males; about one out of every eight matriculants is a foreign student; two-fifths are currently married; about two out of three spouses have a bachelor's, master's, or doctor's degree; two-thirds of the spouses work at least 35 hours a week; about one-fifth of the respondents have one or more children whom they support; males are one and one half times as likely as females to have one or more children to support; about one out of 10 married respondents expect to remain childless; fathers of one third of respondents were employed in executive, administrative, or management occupations; mothers of about a third of the respondents attained a bachelor's, master's, or doctor's degree; and the mothers of about half the respondents worked for pay. (SM)

ED 309 662 HE 021 951

Stolzenberg, Ross M., Ed.
Design for a Survey of New Matriculants in Graduate Schools of Business and Management. First Results from the GMACs New Matriculants Survey. GMAC Occasional Papers.
Graduate Management Admission Council, Princeton, NJ.
PUB DATE- Apr 88
NOTE- 146p.; For related documents, see HE 021 208, HE 021 947-950, HE 022 027 and HE 022 311.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission (School); *Business Administration Education; Decision Making; Educational Background; Family Influence; Financial Needs; Graduate Study; Higher Education; *National Surveys; Outcomes of Education; Professional Education; *Questionnaires; Student Characteristics; Work Experience
IDENTIFIERS- *Masters of Business Administration

The design of the Graduate Management Admission Council's (GMAC) New Matriculants Survey, which gathered data on 2,053 first-year students at 91 U.S. graduate schools of business and management in 1985, is described. The basic purposes and parameters of the GMAC Survey (requests for proposals) are explained, and the GMAC survey design is detailed. This survey provides a representative national sample of graduate management students who are newly matriculated. This sample may be used for comparison of Masters of Business Administration (MBA) students to other interesting student groups. It may also be used for analysis of the career decisions of MBA students and potential MBA students. The survey asks for information on personal and family background, occupational history, educational background, financial status, personality characteristics, attitudes, decisions on graduate education, and expectations on type and quality of employment. Six appendices are as follows: table of relative efficiencies from different disproportionate allocations among school strata; summary of representative indicators from surveys related to the GMAC MBA Matriculant Survey; in-scope and out-of-scope programs for the GMAC Survey; issues explored in preliminary survey of schools; schools contacted in preliminary survey; and annotated bibliography. The MBA New Matriculants Survey questionnaire is included. Response rates and sample sizes by stratum and primary sampling unit are noted. (SM)

ED 309 663 HE 021 953

The College Reach-Out Conference. A Summary of the Proceedings of the Annual Meeting (2nd, Orlando, Florida, May 4-6, 1988).

Florida Inst. of Education, Jacksonville.; Florida State Dept. of Education, Tallahassee. Coll. Reach-Out Program.

PUB DATE- 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Career Development; *College Attendance; Educational Opportunities; *Enrollment; Enrollment Trends; *Equal Education; Family Influence; Higher Education; *Minority Groups; Questionnaires; State Surveys
IDENTIFIERS- *College Reach Out Program; *Florida

The conference addressed a trend in the education of minority students in Florida and the nation. While high school graduation rates of minorities have increased, minority enrollment in postsecondary education has decreased. A statewide study of 811 randomly selected high school seniors was undertaken to identify variables which may influence a student's decision to attend college. The study appears in its entirety in this monograph and addresses such topics as: the relationship among variables like career aspirations, career goals, and aspiration to attend college; the relationship between variables related to family circumstances and aspiration toward college; and the relationship between gender and educational and academic variables. Discussion of the findings related to these topics served as the focal point for the conference. Study findings include the following: more than 70% of the respondents wanted to go to college, but only 31.9% of them applied; the vast majority of those surveyed believe college is necessary for success and want a good job in 5 years earning over $20,000; and family circumstances were related to aspiration to attend college (students from families earning over $20,000 per year tended to want to go to college more frequently). More majority students' fathers had gone to college, were in managerial or professional positions, and had a total family income of over $20,000 per year. Almost identical numbers of minority and majority students applied for college. (SM)

ED 309 664   HE 021 962

Shields, Charles J.
The College Guide for Parents. Revised and Updated.
College Board, New York, NY.
PUB DATE- 88
AVAILABLE FROM- College Board Publications, Box 886, New York, NY
10101-0886 ($12.95).
NOTE- 209p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Books (010)
DESCRIPTORS- Athletes; *College Admission; *College Applicants; *College Bound Students; *College Choice; College Freshmen; Disabilities; Higher Education; High School Graduates; High Schools; High School Students; Housing; Minority Groups; Recruitment; Student Financial Aid

Advice is provided to parents about how to help their teenagers through the college application admissions process. Parents learn how much to get involved, where to go for the right information, what kind of questions to ask, how to get financial aid, and what timetable to use for every stage in the process of going to college. Fifteen sections look at the following topics: is the child college bound for the right reasons; starting the countdown to college; the importance of high school coursework; how to make the right college choice; the differences between the big university and small college; what the child should know about college recruitment strategies; all about admissions tests; a word about special students (athletes, minorities, and the disabled); applications that open doors; an explanation of the admissions committee; information on financial aid; getting accepted and accepting denial; arranging for housing (dorms, coops, and fraternities); helping the child with separation anxiety; and the freshman at college. A glossary of important terms is provided. Three appendices are: 50 college summer programs for high school students; a list of Phi Beta Kappa colleges; and what to take to college. (SM)

ED 309 665 HE 022 004

Malpass, Leslie F.
What's Past Is Prologue: The Board of Governors of State Colleges and Universities in Illinois, 1965-1987.
Western Illinois Univ., Macomb.
PUB DATE- 88
AVAILABLE FROM- Office of the President, Sherman Hall, Room 209, Western Illinois University, Macomb, IL 61455 (free).
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; Board Administrator Relationship; Collective Bargaining; *College Administration; College Faculty; College Students; Computer Uses in Education; Enrollment; Financial Support; *Governing Boards; Higher Education; Questionnaires; Salaries; *State Boards of Education; *State Colleges; State Surveys; *State Universities
IDENTIFIERS- *Illinois

A history of the Board of Governors of State Colleges and Universities in Illinois is presented. Nine sections are as follows: governance in higher education (the distant and recent past and roles and responsibilities of governing boards); the context of higher education in Illinois; the board of governors of state colleges and universities: structure, mission, and functions; board leadership (board chairpersons, administrative leadership); the board's raison d'etre: the universities; the students (enrollments, educational costs and financial assistance); the faculty (staffing and salary patterns, collective bargaining, relationships between the Board and the faculties); other major issues (affirmative action, the Cooperative Computer Center in Chicago, interactions with other state agencies); and "what's past is prologue." An appendix provides the following: a list of members of the Board of Governors of State Colleges and Universities, 1965-1988; a list of chairpersons for the Board of Governors, 1965-1987; names of the chief executive officers of the Board of Governors, 1965-1988; presidents of the Board of Governors, 1965-1987; a list of interviewees; a copy of the questionnaire used in gathering the history of the Board of Governors; and a list of respondents to the questionnaire. Contains 50 references. (SM)

ED 309 666 HE 022 027

Schlossman, Steven; Sedlak, Michael

The Age of Reform in American Management Education. GMAC Occasional Papers.

Graduate Management Admission Council, Princeton, NJ.

PUB DATE- Jun 88

NOTE- 68p.; For related documents, see HE 021 208, HE 021 947-951, and HE 022 311.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Education; *Business Administration Education; Change Strategies; *Educational Change; Educational Development; *Graduate Study; Higher Education; Modernization; Professional Education

IDENTIFIERS- Michigan State University; Northwestern University IL; University of California Los Angeles

A historical report on the development of modern American graduate management education is presented. The central argument is that the period from the late 1940s to the early 1970s witnessed the rise of an unprecedented degree of autonomy in American management education. There are almost no systematically collected and accessible data with which to document how management education assumed its current shape within the academic community. By analyzing the process and pace of reform before and after the famous Ford Foundation and Carnegie Corporation reports of 1959 (which supposedly had a revolutionary impact on the theory and practice of modern management education), it is possible to provide a new empirical grounding for understanding the change process in management education. Five sections focus on the following: the crisis in business leadership in the postwar decade; varieties of response in the postwar period: 1946-1955 (Michigan State, Northwestern, UCLA); the New Age of reform: 1955-1964 (Michigan State, Northwestern, UCLA); denouement: undergraduate business education and professional ideals; and postscript (brief sketches of broad developmental patterns based on scattered data for Michigan State University, Northwestern, and UCLA). (SM)

ED 309 667   HE 022 208

Gladieux, Lawrence E., Ed.

Radical Reform or Incremental Change? Student Loan Policy Alternatives for the Federal Government.

College Board, New York, NY.
PUB DATE- 89
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($10.95 paperback; ISBN-0-87447-331-4--$19.95 hardback).
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational Finance; *Federal Aid; Financial Support; Higher Education; Need Analysis (Student Financial Aid); *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program

The federal student loan program is examined with focus on how well it will serve the country's needs in the 1990s and beyond. A series of papers are presented in two parts. Part one, Student Loan Policy and Proposals for Change, includes the following papers: "Appearance and Reality in the Guaranteed Student Loan Program" (M. McPherson); "Neither Grant nor Loan: New Ground for Federal Student Aid Policy" (W. Byron); "HELP: A Student Loan Program for the Twenty-First Century" (R. Reischauer); "Improving the Guaranteed Student Loan Program" (J. Cronin); and "The National Student Loan Bank: Adapting an Old Idea for Future Needs" (A. Hauptman); Part two, Radical Reform or Incremental Change, a seminar on student loan policy alternatives, is as follows: opening remarks by L. Gladieux, "A Conceptual Framework for the Issues" (M. McPherson); "Establish a Federal Revolving Fund with Income-Contingent Repayment" (W. Byron); "Apply the Social Insurance Concept to Student Loans" (R. Reischauer); "Comments" (R. Atwell, E. Fox, R. Hartman); "Maintain and Improve the Guaranteed Student Loan Program" (J. Cronin); "Incorporate a National Student Loan Bank into the Current System" (A. Hauptman); "Comments" (B. Bosworth, T. Hartle, D. Longanecker); "Student Loans in the Framework of Higher Education Finance" (B. Johnstone); "The Outlook for Change" (D. Breneman); and "Summary of the Issues" (M. McPherson). (SM)

ED 309 668 HE 022 247

Broyles, Susan G.
Directory of Postsecondary Institutions, 1987-88. Vol. 1: 4-Year and 2-Year and Vol. 2: Less-than-2-Year.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 065-000-00331-7, Vol. 1; 065-000-00332-5, Vol. 2).
NOTE- 1,039p.; Data Series: G-IPEDS-87/88-1; G-IPEDS-87/88-2. Not available in paper copy due to small print.
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accrediting Agencies; Colleges; Community Colleges; Continuing Education; Corporate Education; Directories; Guides; Nontraditional Education; *Postsecondary Education; Reference Materials; School Choice; Schools; Technical Institutes; Tuition; Two Year Colleges; Universities; Vocational Schools

Two volumes of the 1987-88 Directory of Postsecondary Institutions list all postsecondary institutions in the United States and its outlying areas (American Samoa, Guam, Northern Marianas, Puerto Rico, Trust Territories' and the Virgin Islands) that were known to exist as of June 1988. There were 12,052 institutions: 2,652 colleges granting at least a bachelor's degree; 2,925 2-year schools; and 6,475 less-than-2-year institutions. The information presented for each institution includes its name, address, telephone number, 1986 fall enrollment, and tuition and fees and room and board charges for the 1987-88 academic year. Also included are control, highest level of offering, types of programs offered, and recognized accreditations. The directory presents data from the Integrated Postsecondary Education Data System Institutional Characteristics Survey. Volume 1 offers information on four-year and two-year institutions, and Volume 2 provides information on less-than-two-year institutions. Each has two appendices (1) changes in institutions of higher education 1986-88 (institutions added, reinstated, deleted, no longer accredited at the college level, merged, and listed by new names); and (2) a list of accrediting bodies recognized by the Secretary, U.S. Department of Education. Tables are included. (SM)

ED 309 669 HE 022 291

The Council on Social Work Education and Accreditation: 1973-1986.

Loyola Univ., Chicago, Ill.
PUB DATE- 4 Feb 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Certification; Graduate Study; Higher Education; Professional Education; *Program Evaluation; Quality Control; *Social Work
IDENTIFIERS- *Council on Social Work Education; *Loyola University IL

A review of problems surrounding accreditation for the Council of Social Work Education (CSWE) at Loyola University in Chicago from the early 1970s to the mid 1980s is presented. It is noted that these problems caused the CSWE to lose credibility with the graduate schools of social work, and reviewing what happened could help avoid similar situations in the future. For years, the deans complained that the Commission on Accreditation (COA) of the CSWE was authoritarian, secretive, inconsistent with accreditation standards, and biased toward certain schools. The Board of Directors and COA paid little attention to requests by the deans until the Council verged on bankruptcy in 1984 and the deans moved to incorporate their organization, a step that made possible replacement of the Council as the accrediting body for graduate social work unless the Council was reformed. Some matters that clouded the relationship between CSWE and the deans were: CSWE's reaction to the Teicher committee (to discuss accreditation); mandatory minimum standards; evaluation of site visits; practitioner representation on site visit teams; program presence at reviews; access to the readers' reports; revision of accreditation standards; the accreditation cycle; the COA's workload; COA secrecy; withholding of institutional dues; and resources for the COA. Caution is called for in dealing with CSWE. There must be changes in governance and the elimination of politics from the Board and Commission. An appendix lists questions for the COA and tentative recommendations offered by the Committee and augmented by the Conference of Deans. (SM)

ED 309 670   HE 022 311

Hudis, Paula M.; Stolzenberg, Ross M.
Recent Trends in Characteristics of Graduate Management Admission Test
  Takers. GMAC Occasional Papers.
Graduate Management Admission Council, Princeton, NJ.
PUB DATE- Oct 87
NOTE- 67p.; For related documents, see HE 021 208, HE 021 947-951 and
  HE 022 027.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -
  Research/Technical (143)
DESCRIPTORS- Achievement Tests; *College Admission; College Students;
  Educational Assessment; Full Time Students; Global Approach; Grade
  Point Average; *Graduate Study; Higher Education; Longitudinal
  Studies; Majors (Students); Minority Groups; National Surveys;
  *Standardized Tests; *Student Evaluation; Trend Analysis; Work
  Experience
IDENTIFIERS- *Graduate Management Admission Test

Statistical trends in the characteristics of registrants for the Graduate Management Admission Test (GMAT) are presented. Areas of focus are: registrations (registration volumes have increased dramatically over time); worldwide age distribution (the percentage of older test registrants has increased); world distribution (there has been a substantial increase in the percentage of male and female registrants from outside the United States); minority representation (for U.S. male registrants the percentage of minorities increased marginally and for females it remained unchanged); sex composition (female registrants have gradually increased); U.S. regional distribution (male and female registrants from the northeast have declined); undergraduate majors (science majors have increased substantially among female and male registrants); undergraduate grade point averages (GPA) (low GPAs declined for all subpopulations except Asians); low undergraduate GPA (male registrants declined in low GPAs); male work experience (male registrants show a small increase in the percentages with less than one year of work experience) female work experience (female registrants show declines in percentages with less than 8 years of work experience); intended full-time graduate study (the percentage increased in the early 1980s); high total scores (they have increased for males and females); total scores (e.g., low scores declined for Europeans); high quantitative scores (they have increased dramatically for males and females); quantitative scores (low scores declined modestly in Australia and the United States); high verbal scores (these scores have increased for males and decreased for females); and verbal scores (the percentage with low scores declined substantially in Europe). (SM)

ED 309 671 HE 022 344

Prospectus for Dental Hygiene. April 1988.
American Dental Hygienists' Association, Chicago, IL.
PUB DATE- 88
AVAILABLE FROM- American Dental Hygienists' Association, 444 North Michigan Avenue, Suite 3400, Chicago, IL 60611 ($15.00).
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Personnel; *Dental Hygienists; Dental Schools; Dentistry; Educational Quality; Postsecondary Education; Professional Education; Self Evaluation (Groups); Standards

A prospectus providing a rational basis for decision and action in the field of dental hygiene is presented, noting that all occupations are obliged to assess their value to society and take whatever actions are indicated to fulfill their social contract. A philosophical and conceptual foundation for change is examined. Three chapters focus on the following: societal trends and issues for health care (changes in American demographics and social structure, changes in American values, the issue of health care costs, the issue of quality health care, and status of oral disease); dental hygiene practice (American values and dental hygiene practice, broader perspectives of preventive practice, diversity of practice configurations and practice sites, and diversity of role responsibilities); and dental hygiene education in the future (to allow for the reorganization of professional courses to prepare dental hygienists for 21st century practice). The American Dental Hygienists' Association has committed its resources to programs which will contribute to the orderly evolution of dental hygiene and is implementing programs to do such things as: obtain comprehensive nationwide demographic data on dental hygienists; promote and support masters degree programs in dental hygiene education; and promote and support education of dental hygienists at the doctoral level in social, biomedical, and behavioral sciences. Contains 96 references. (SM)

ED 309 672 HE 022 345

Designing the Future: The Recruitment Connection. Summary of Proceedings (Orlando, Florida, February 12-14, 1988).

American Dental Hygienists' Association, Chicago, IL.; National Dental Hygienists' Association.

PUB DATE- Aug 88
AVAILABLE FROM- American Dental Hygienists' Association, 444 North Michigan Avenue Suite 3400, Chicago, IL 60611 ($10.00).
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Allied Health Personnel; Blacks; *Career Development; College Bound Students; *Dental Hygienists; Dental Schools; Dentistry; Educational Quality; Hispanic Americans; Males; Minority Groups; Nontraditional Students; Postsecondary Education; *Recruitment; Student Development

A summary of the proceedings from a hygienists' conference is presented. Papers are as follows: "Career Recruitment: A Vested Interest" (Marge Reveal); "Partners in Career Recruitment" (Sharon Kershaw); "Educational Structure: Its Role in Career Recruitment" (Sarah Turner); "Communicating Our Professional Goals" (Connie Tussing); "Career Recruitment: A Social Marketing Approach" (Joseph Ashcroft and Ab Gratama); "Alumni Groups: The Recruitment Connection" (Pamela Zarkowski); "Orchestrating Dental Hygiene Recruitment: An Educator's Perspective" (Susan Mercier); "Catch 22" (Shiela Hoople); "Developing the Student as a Valuable Recruiter" (Lillian Feliciani); "ADHA Tirpartite Role" (Barb Williamson); "Dental Hygiene Student Recruitment: Understanding the Attributes of the Hispanic Target Population" (Deborah Bauman); "The Black Population" (Carrolyn Rountree); "Targeting Men for Recruitment into Dental Hygiene" (Mark Patterson); "The 18-24 Year Old Potential Dental Hygienist" (Selina Fries); "Recruiting the Nontraditional Student" (Cynthia Brown); and "Attributes and Recruitment Activities for the Middle and Adolescent Years" (Carole Christie). Appendices include: small group reports; conference evaluation; annotated bibliography that contains 41 references; literature reviews; dental hygiene career recruitment needs assessment; representation; and participant roster. (SM)

ED 309 673 HE 022 346

Articulation: Alliances for the Future. Summary of Proceedings (Chicago, Illinois, March 4-6, 1987).

American Dental Hygienists' Association, Chicago, IL.

PUB DATE- Mar 87
AVAILABLE FROM- American Dental Hygienists' Association, 444 N. Michigan Avenue, Suite 3400, Chicago, IL 60611 ($10.00).
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Allied Health Personnel; *Articulation (Education); Curriculum Development; *Dental Hygienists; Dentistry; Developmental Continuity; *Educational Innovation; *Institutional Cooperation; Postsecondary Education; Recruitment

A summary of proceedings of a conference on articulation by the American Dental Hygienists' Association is presented. Introductions to each paper are made by Cheryl Westphal. Papers are as follows: "Innovate or Rennovate?" (Connie Tussing); "Internal Forces Influencing Innovation" (Arch Lugenbeel); "Regional Linkage Programs" (Steven Jensen); "Statewide Interinstitutional Collaboration" (Mary Knight); "External Forces Influencing Innovation" (Brenta Davis); "Articulation: A Projective Model" (Barbara Nelson); "Cooperative Agreements: A Systems Approach" (Marcia Brand); "Recruitment Through Articulation" (Deborah Miller); "Recruitment Luncheon Address" (Elizabeth Pelton); "Summary and Conclusions" (Cheryl Westphal); Seven appendices are: appendix prologue; small group and facilitator roster; small group session I; small group session II; workshop evaluation; national representation; and participant roster. (SM)

ED 309 674 HE 022 347

Boyer, E. Marcia
The Clinical Practice of Traditional and Nontraditional Dental Hygienists. Final Report.
American Dental Hygienists' Association, Chicago, IL.
SPONS. AGENCY- National Inst. of Dental Research (NIH), Bethesda, Md.
PUB DATE- Jun 87
AVAILABLE FROM- American Dental Hygienists' Association, 444 North Michigan Avenue, Suite 3400, Chicago, IL 60611 ($15.00).
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Allied Health Personnel; *Dental Hygienists; Dentistry; Health Care Costs; *Health Services; Hygiene; Longitudinal Studies; Medical Research; Postsecondary Education; Salaries

Information is presented on a study designed to gather details about the services provided by clinical dental hygienists in traditional and nontraditional settings. The 10 research topics addressed include: services provided by the clinical RDH in the traditional and nontraditional setting; time allocated for such services; how patients are charged in these settings; and income of the clinical RDH in both settings. The study used a sample of 1008 dental hygienists who graduated in 1982 from 48 dental hygiene schools in the United States. Data were collected by mail questionnaires. The 28 findings include the following: about 5% of the respondents chose employment in nontraditional clinical settings; more nontraditional than traditional hygienists attended continuing education programs; on the average, all clinical hygienists spent 78% of the work day providing oral prophylaxis and chairside education; polishing and scaling constituted the bulk of the dental hygiene appointment; pain control procedures were not usually provided by the dental hygienists; and the average payrate for traditional hygienists was 33.2% and for nontraditional hygienists was 36.4%. Two appendices contain detailed frequency tables for adults 1985 and detailed frequency tables for children 1985. Contains 37 references. (SM)

ED 309 675 HE 022 348

Building the Future: Dental Hygiene Education and Practice. Workshop III (Chicago, Illinois, February 13-15, 1986).

American Dental Hygienists' Association, Chicago, IL.

PUB DATE- 15 Feb 86

AVAILABLE FROM- American Dental Hygienists' Association, 444 N. Michigan Avenue, Suite 3400, Chicago, IL 60611 ($10.00).

NOTE- 164p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Allied Health Personnel; Community Colleges; *Curriculum Development; *Dental Hygienists; Dental Schools; *Dentistry; Postsecondary Education; Professional Education; Workshops

IDENTIFIERS- Strategic Planning

A summary of the third in a series of workshops to consider the future of dental hygiene education and practice is presented. Papers are as follows: "Keynote Address. Building the Future Workshop: Realizing, Reckoning, Risking" (Susan Miller); "Sample Curriculum: Four-Year College Setting" (Kathleen Lukken); "Reaction Paper: Sample Curriculum in a Four-Year College Setting" (Denise Bowen); "Reaction Paper: Sample Curriculum in a Four-Year College Setting" (Sally Deck); "Reaction Paper: Sample Curriculum in a Four-Year College Setting" (Nancy Cooper); "Sample Curriculum: University Dental School Setting" (Cheryl Metzger); "Reaction Paper: Sample Curriculum in a University Dental School Setting" (Denise Bowen); "Reaction Paper: Sample Curriculum in a University Dental School Setting" (Nancy Cooper); "Reaction Paper: Sample Curriculum in a University Dental School Setting" (Sally Deck); "Sample Curriculum: Community College Setting" (Recie Pennel); "Reaction Paper: Sample Curriculum in a Community College Setting" (Denise Bowen); "Reaction Paper: Sample Curriculum in a Community College Setting" (Nancy Cooper); and "Reaction Paper: Sample Curriculum in a Community College Setting" (Sally Deck). Information is presented on general assembly reactions to sample curricula, strategic planning introduction, strategic planning group report, and the closing address. Six appendices are: curriculum panel; case study development; strategic planning session; workship III participants; case studies; and representation maps. (SM)

ED 309 676 HE 022 349

Steps to the Future. Dental Hygiene Education and Practice Workshop II Proceedings (Louisville, Kentucky, April 25-27, 1985).

American Dental Hygienists' Association, Chicago, IL.

PUB DATE- Apr 85

AVAILABLE FROM- American Dental Hygienists' Association, 444 North Michigan Avenue, Suite 3400, Chicago, IL 60611 ($10.00).

NOTE- 78p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Administrators; *Allied Health Occupations; Career Development; *Dental Hygienists; Dentistry; Disabilities; Hospitals; Nursing Homes; Postsecondary Education; *Professional Education; Public Health; Workshops

The proceedings of the second in a series of workshops on dental hygiene education and practice are presented. The opening remarks are by Cheryl Westphal. Papers categorized as "Considerations for the Professionalization of Dental Hygiene" are as follows: "Socio-Economic Viewpoint" (Gary Gaumer); "Political Science Viewpoint" (Lelia Helms); "Consumer Viewpoint" (Charles Inlander); Legislative Viewpoint" (Mary Schantz); and "Dental Hygienist Viewpoint" (Cathy Turbyne). A discussion of the future roles of dental hygienists is moderated by Linda Kraemer. A closing session is moderated by Cheryl Westphal. A poster session on dental hygienists' roles includes the following papers: "Community Health Dental Hygiene" (Patricia Bowen); "Change Agents Expand Career Options: Dental Hygienists in Hospitals" (Marcia Brand); "Dental Auxiliary Training Program, Roles for Dental Hygienists" (Cynthia Chappelka, Paula Parise, and Janet Scharer); "The Dental Industry: A New Role for Dental Hygienists" (Marianne Clancey, Kathleen Ferraro, and Cynthia Noonan); "Health Promoter" (Gloria Crawford and Deborah Miller); "Patient Care Coordinator" (Diane Curley and Ligourie Shinnamon); "A Dental Hygienist as a Manager" (Sara Dunham); "The Dental Hygienist as a Researcher" (Beverly Entwistle); "Coordination of a Clinical Cleft Palate Team: A New Concept in Dental Hygiene" (Robin Faris); "Dental Hygienist: Entrepreneur" (Jane Forrest); "Change Agent: Creating Change Through the Legislative Process" (Sharon Golightly); "The Dental Hygienist as Coordinator of a Dental Service for Persons with Disabilities" (Lynette Lancial); "Nursing Home Dental Services Director" (Mary Masterson); "Hospital Dental Hygiene" (Kathryn Moore); "The Role of the Dental Hygienist as a State Dental Public Health Program Director" (Ruth Nowjack-Raymer); "Gerodontic Project Coordinator" (Martha Reynolds); "Hospital Dental Hygiene" (Ardath Rynning): and "The Dental Hygiene Associate" (Mary Vanderah). Also attached are an evaluation of workshop II, group leaders, participants, and representation maps. (SM)

ED 309 677 HE 022 350

Dental Hygiene Education Workshop: Proceedings of Workshop on Dental Hygiene Education (Denver, Colorado, July 22-23, 1984).
American Dental Hygienists' Association, Chicago, IL.

PUB DATE- 23 Jul 84
AVAILABLE FROM- American Dental Hygienists' Association, 444 N. Michigan Avenue, Suite 3400, Chicago, IL 60611 ($10.00).
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Allied Health Occupations; Change Strategies; Demography; *Dental Hygienists; Dentistry; Economics; *Health Services; Higher Education; Labor Market; *Social Change; Technology; Workshops

Proceedings from the first in a yearly series of conferences on dental hygiene education sponsored by the American Dental Hygienists' Association are presented. Three sessions are as follows: (1) "Society at Large: Economics, Cultural Trends, Work Trends, Demographics, and Technology" (Felix Kaufmann); (2) "The Health Care System: Changes and Implications" (Barbara Kramer); and (3) Higher Education and the Health Professions" (Carol Lindeman). An evaluation of the workshop is provided. Twelve appendices are: agenda; goals; steering committee; facilitators; participants (institutional representatives); participants (constituent representatives); representation maps; bibliography; nominal process; letters; articles; and evaluation summary. (SM)

ED 309 678 HE 022 353

Scheetz, L. Patrick; Gardner, Philip D.
Estimated Demand for Michigan's College and University Graduates of 1989.
Michigan State Univ., East Lansing.
PUB DATE- 25 Jan 89
AVAILABLE FROM- Collegiate Employment Research Institute, Career Development and Placement Services, 113 Student Services Building, Michigan State University, East Lansing, MI 48824-1113 ($5.00).
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Career Planning; *College Graduates; Educational Benefits; *Employment; Higher Education; *Job Placement; *Labor Market; Outcomes of Education; Program Effectiveness; State Surveys
IDENTIFIERS- *Michigan

Sixty-one placement and career planning professionals at Michigan's 2- and 4-year colleges and universities rated the job market for academic majors at their respective institutions. Their perceptions of the labor market were gained from a variety of sources, including campus interviewing, statistics on employer requests by major and degree level, job listings, discussions with employers, and responses to follow-ups of recent graduates. Directors of career development and placement services at each institution were sent a packet of material with surveys for each staff member. The survey contained a list of all academic programs specific to each institutions. They were asked to rate this year's expected labor market for each program they advised or were familiar with. Five tables present the results according to: summary of demand for major classification of instructional programs (CIP) groups by degree level; demand ratings for specific programs at the certificate/associate level according to CIP numbers; demand for specific programs at the bachelors level according to CIP numbers; demand ratings for specific programs at the masters level according to CIP numbers; and demand ratings for specific programs at the doctoral/professional level according to CIP numbers. Results indicate there should be a relatively stable job market this year and graduates should find good employment opportunities (though some from a few academic programs may be unhappy). (SM)

ED 309 679 HE 022 425

Chao, Georgia; Gardner, Philip D.
Examination of the Conceptualization and Measurement of Career Plateau: A Comparative Analysis.
Michigan State Univ., East Lansing.
PUB DATE- 21 Feb 89
AVAILABLE FROM- Collegiate Employment Research Institute, Career Development and Placement Services, 113 Student Services Building, Michigan State University, East Lansing, MI 48824-1113 ($5.00).
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Planning; College Graduates; Higher Education; *Job Satisfaction; *Outcomes of Education; *Promotion (Occupational); State Surveys; Tenure
IDENTIFIERS- Michigan

Information is presented on a study examining how an individually-based measure of career plateau compares with the traditional job tenure conceptualization in their relationships with hypothesized plateau outcomes. Participants in the study were baccalaureate graduates from Michigan State University who took part in a career development study. Alumni represented 10 classes between 1952 and 1985. A perceptual measure of career plateau was obtained from three items related to opportunities for promotion and career future. The traditional measure of plateau, job tenure, was also available. Outcome measures included job satisfaction, satisfaction with the organization, career planning, and career involvement. Results indicate the following: the perceptually-based measure of career plateaus accounted for significantly more variance in job satisfaction, organizational identification, career involvement, and career planning than the job tenure measure; career plateaus were associated with lower levels of job satisfaction, career planning, and career involvement; and importance measures of career growth and promotion opportunities did not add to the explanation of job satisfaction and organizational identity but did have an impact on career planning and career involvement. Contains 27 references. (SM)

ED 309 680 HE 022 426

Roberts, David, Ed.
New Challenges in Distance Education. Occasional Papers 7.
Riverina-Murray Inst. of Higher Education, Wagga Wagga (Australia).
PUB DATE- Mar 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Computers; Computer Uses in Education; Curriculum Development; *Distance Education; *External Degree Programs; Foreign Countries; Masters Degrees; Models; Nontraditional Education; Postsecondary Education; Telecommunications
IDENTIFIERS- *Australia

Three challenges that face distance educators at the national, institute, and individual subject level in Australia are discussed in a set of Occasional Papers by the Riverina-Murray Institute of Higher Education (RMIHE). Australia is undergoing a period of major change. The binary system of universities and colleges of advanced education is ending, and tertiary institutions are under pressure to amalgamate. Some providers of distance education are under threat. The search for ways to make distance education more attractive, effective, and efficient continues. Three papers on the subject are as follows: (1) "A Model for Cooperative Development of Resource Materials and Educational Courseware" (L.J. Barker and J.C. Taylor); (2) "Using Computer Based Communications to Reduce the Difficulties of Distance Education" (T.R. Frost); and (3) "The Introduction of External Master Degrees by Coursework at RMIHE" (D.W. Roberts). (SM)

ED 309 681   HE 022 538

Clandinin, D. Jean; Connelly, F. Michael
Narrative and Story in Practice and Research.
PUB DATE- 89
NOTE- 4p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; *Educational Research; Higher Education; *Inquiry; *Narration; Personal Narratives; Questioning Techniques; *Research Methodology; *Story Telling; Writing (Composition)

Some preliminary ideas on narrative inquiry in educational studies and educational reform are presented. Illustrations from Bay Street School (drawn from a 9-year research project on personal knowledge and narrative) are included. Since whatever may be said about narrative as method follows from its character as phenomenon, the aspects of narrative's phenomenal character necessary for discussing method are explained. The elements in an idea of narrative method are noted, with a focus on experience and time, personal knowledge, and reflection and deliberation. In addition, the process of narrative inquiry is discussed. One way to think of the process is that it is possible to find what can be described or accounted for within the experiential texts being created in the shared narrative inquiry process. When researchers record field notes of participant observation, there is an interpretive quality involved. Interpretations are offered because one of the main functions of research from a narrativist point of view is to foster reflection and restorying by the participants. Part of the concern in narrative inquiry is with audience, and narrative researchers must consider issues of representation and audience. Narrative researchers set out their narrative purposes and an appropriate context; they then counsel readers to play the believing game to ascertain the truth of the story. Readers assuming this way of participating in the narrative experience of another must be prepared to see a story's possible meanings and, through this process, come to see other ways of telling their own stories. Contains 52 references. (SM)

ED 309 682 HE 022 539

Stein, Elizabeth L.; Weidman, John C.
Graduate Student Scholarly Activities; Gender and Perceived Program Support.
PUB DATE- 28 Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Education Majors; *Graduate Students; Higher Education; Majors (Students); Scholarships; Sex Differences; Sex Discrimination; Social Development; *Socialization; Student Behavior; Student Participation; Teacher Role; Teacher Student Relationship

A segment of the socialization process of graduate students seeking advanced degrees in education is explored in order to discover how the students are socialized to the norm of cognitive rationality. The correlates of graduate student participation in certain scholarly activities with the students' perceptions of their academic program are investigated along three dimensions: support for scholarship, curriculum, and faculty encouragement. The mediating effects of gender, race, area of concentration, and level of graduate study on such scholarly participation by graduate students are discussed. Data for the research came from a survey of recent graduates (N=738) from a school of education in a state-funded, regional, research university. The survey's goal was the assessment of students' satisfaction with several dimensions of their student experiences. Results indicate women are apparently disadvantaged in comparison to their male counterparts when it comes to participation in scholarly activities as graduate students, even in the field of education where there are plenty of opportunities for women to earn the doctorate. Contains 17 references. (SM)

ED 309 683   HE 022 540

Reynolds, Anne
Knowing One's World: Gender and World View in a Research University Culture.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; College Faculty; Higher Education; Individual Differences; Opinions; Organizational Climate; *Research Universities; *Sex Differences; Sex Role; *Social Attitudes

A qualitative study exploring the relationships between gender and world view as they manifested themselves in the experiences of 19 beginning faculty members within an elite research university is described. The study was directed by the following questions: (1) Do women and men interpret differently their experiences as beginning faculty in a research university? (2) Do these interpretations reflect gender-related differences in world view? and (3) What happens to those world view differences over time? The major source of data for the study was four semi-structured, tape-recorded interviews with each informant. Informal conversations with and observations of faculty at faculty gatherings were also conducted. Findings are discussed according to gender and experiences during the junior years, gender and world view, and changes in the world over time. All of the findings of changes in world view suggest that an acculturation model rather than the more commonly posited socialization model is appropriate for some beginning professors. In creating a tentative acculturation model, three categories of acculturation are adapted from Spindler and Spindler: adopters, adapters, and rejecters/transformers. The most serious study finding is the move some junior faculty experienced from a relational world view to a more separatist one. It is suggested that researchers look further at the reality of gendered world views and investigate the influence of world view on the legitimization and transmission of knowledge. (SM)

ED 309 684 HE 022 541

Meloy, Judith M.
The Individual as Organization: Sensemaking in a School of Education.
PUB DATE- Mar 89
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Educational Administration; Higher Education; *Inquiry; Leadership; *Organization; *Schools of Education
IDENTIFIERS- Reality

A study focusing on the constructions of organizational reality offered by eight faculty members in a school of education at a large midwestern university is presented. This qualitative study documented and analyzed tacit and/or explicit sensemaking strategies. The four parts of the study are as follows: (1) a tracing of the convergence of the ideas of organizing and inquiry (organizational theory, educational inquiry, integration of subject and methodology, and organizational culture and leadership); (2) a description of the methodology of the study, and an offering of some evidence of the thoughts which shaped it; (3) the final analyses of the data, and a brief explication of three hypotheses for consideration based upon the interpretations (e.g., faculty members within a school of education do not interpret experience the same way nor do they have the same experiences to interpret); and (4) a presentation of practical implications for the field of educational administration, information on organizational culture, the efficacy of naturalistic inquiry in a study of the context and processes or organizing, and a brief annotated bibliography. Tables are included. Contains 47 references. (SM)

ED 309 685 HE 022 542

Living on the Leading Edge. State Policy Issues for Education and Economic Dvelopment in a Global Economy.

Education Commission of the States, Denver, Colo.

PUB DATE- Jun 86

AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300, Denver, CO 80295 ($2.50).

NOTE- 27p.; Presented to the Task Force on Education and Economic Development of the National Conference of Lieutenant Governors (August 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Change Strategies; Corporate Support; *Economic Development; *Educational Economics; Global Approach; Government Role; Higher Education; Industry; *Policy Formation; *Public Policy; School Business Relationship; State Government; *Statewide Planning

Three papers presented to The Task Force on Education and Economic Development of The National Conference of Lieutenant Governors are as follows: "Education and American Resurgence" (Frank Newman); "State Economic Development and Education: A Framework for Policy Development" (Mark S. Tucker); and "State Policy on Partnerships Between Higher Education and Industry" (Ann M. Spruill). A foreword by Peter P. Smith, Lieutenant Governor of Vermont, discusses these papers and looks at the importance of education and economic development as state issues. The two general expectations emerging from discussions on education and the economy are the need to be more flexible and the inevitability of change as a way of life in the present economy. Each state faces different demographic, political, and economic pressures, and the task is to provide the right format for viewing the questions of education and the economy. Several general themes include the following: flexibility and partnership; sharing and using the benefits of existing high technology in existing industries; and the role of government as a partner and enabler rather than regulator or sole service provider in the overall effort. Contains six references. (SM)

ED 309 686 HE 022 543

Useem, Michael
Liberal Education and the Corporation. The Hiring and Advancement of College Graduates.
PUB DATE- 89
AVAILABLE FROM- Aldine de Gruyter, A Division of Walter de Gruyter, Inc., 200 Saw Mill River Road, Hawthorne, NY 10532 ($16.95 paperback; $35.95 hardcover, ISBN-0-202-30356-X).
NOTE- 243p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; *Business; Career Guidance; *Career Ladders; Change Strategies; *College Graduates; *Corporate Support; *Education Work Relationship; Higher Education; Leadership; *Liberal Arts; Personnel Selection; Questionnaires; School Business Relationship; Student Recruitment

The interrelation of higher education and corporate management at a time when educational and industrial institutions are reassessing their basic strategies is discussed. The corporate career paths of college graduates are examined with a focus on the comparative advantages of liberal arts, business, and engineering degrees. The three primary sources of information are: a survey of major corporations, focusing on their policies and practices in hiring and promoting college graduates; a parallel survey of middle and senior managers of large companies emphasizing their career experiences and assessment of other managers of varying educational backgrounds; and a detailed examination of the experience of major corporations in the hiring and promotion of college graduates. Seven chapters are as follows: higher education and corporate careers; corporate recruitment of liberal arts graduates; what companies want in liberal arts graduates; liberal arts graduates in corporate careers; educational cultures in corporate management; strategies for educational and corporate change; and liberal education and a new generation of corporate leadership. Appended are a company survey form and a manager survey (interview schedule). Contains approximately 170 references. (SM)

Wheeler, Karen J.; Tack, Martha W.
Male and Female College Presidents: Leadership Behaviors and Attitudes.
PUB DATE- 31 Mar 89
NOTE- 40p.; Paper presented at the Annual Meeting of the American Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *College Administration; *College Presidents; Females; Higher Education; *Leadership; Leadership Styles; Males; Questionnaires; Sex Bias; *Sex Differences; Sex Discrimination

A study on differences between the leadership behaviors and attitudes of male and female college presidents is presented. Women are rarely represented in top academic administrative positions in higher education. Reasons include sex discrimination, negative perceptions of them as administrators, and negative evaluation of their administrative performance. This study hypothesizes that there is a difference between the leadership behaviors and attitudes of male and female college presidents. A mail questionnaire, the Fisher/Tack Effective Leadership Inventory, designed to identify distinguishing characteristics of effective college presidents, was used. Results are discussed according to leadership behavior scale and leadership attitude scale. It is concluded that male and female college presidents maintain similar overall leadership behaviors and attitudes, and differences in responses were based on the administrator's years of experience in higher education rather than on gender. Seven recommendations include: replicate the study using women college presidents and women chief executive officers in business and industry; study women college presidents using qualitative research procedures; and conduct other gender-related studies on the specific dimensions of presidential leadership. Three appendices are: the Fisher/Tack Effective Leadership Inventory; mean responses of male and female college presidents to demographic items; and mean responses of male and female college presidents to leadership behaviors and attitudes items. Contains 33 references. (SM)

ED 309 688 HE 022 546

Gruca, JoAnn M.; And Others

Intergenerational Effects of Parents' College Graduation: Comparative Path Analyses for Four Racial-Gender Groups.

PUB DATE- Mar 89
NOTE- 74p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Graduates; Educational Background; Family Environment; Higher Education; Institutional Characteristics; *Outcomes of Education; *Parent Child Relationship; *Parent Influence; Socioeconomic Status; Student Characteristics; Success

A study determining whether parents' possession of a college degree influenced the adult attainments of their progeny is presented. Techniques of path analysis were utilized to investigate both the direct and indirect effects of parents' college graduation on children's income, educational attainment, and occupational status. Separate estimations of a theoretical model for subjects in four racial-gender groups permitted the determination of any intergroup differences. The 15 variable block recursive model developed for estimation in the study included five categories of variables: student background characteristics; precollege variables; institutional characteristics; measures of the collegiate experience; and income, educational attainment, and occupational status 9 years after matriculation in college. Data were drawn from responses to the 1971 and 1980 surveys of the Cooperative Institutional Research Program. Out of a possible 24 direct effects of parental education measures, only two significant effects were obtained. Parents' college education was found to affect the next generation by significant indirect paths. The vast majority of significant indirect effects were obtained for the white groups. Results of the study provide empirical support for the establishment of parent education programs. They also seem to support the development of early home intervention programs, especially those directed toward minority mothers without college education. Results suggest the importance of college faculty in the transmission of intergenerational status attainments. Contains 57 references and 14 tables. (SM)

ED 309 689 HE 022 547

Sundre, Donna L.
The Specification of the Content Domain of Faculty Scholarship.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Educational Quality; *Faculty Publishing; Higher Education; Peer Relationship; Questionnaires; Recognition (Achievement); Research Skills; *Scholarship

A study exploring and clarifying the content domain of the concept of faculty scholarship is presented. Faculty scholarship is an area that has met with continued, uncoordinated, research interest in higher education. The study asked faculty participants to specify the qualities, attributes, and components of faculty scholarship from their own points of view by naming scholars from three reference groups and listing the reasons why they considered them scholarly. Interviews followed in which participants answered questions about the study conduct, their motivation in the study, the development of their conception of scholarship, and whether the data they provided conveyed the essence of their definition of faculty scholarship. The 40 attributes of faculty scholarship most frequently used to describe nominees are listed, with the top few being: published articles; respect by peers across the disciplines; broad generalized knowledge beyond the field; contribution to, or influence on, the field through research; and sharing knowledge with others. Results show high levels of both faculty cooperation and a rich, expansive production of the components of faculty scholarship. The success of the data collection effort is without precedence in terms of faculty participation. Evidence shows the construct of faculty scholarship is even more complex than initially imagined. Two appendices are a form for exploring faculty scholarship and a questionnaire to determine attributes of scholarship. Contains 15 references. (SM)

ED 309 690 HE 022 548

McJamerson, Evangeline McConnell; Larke, Patricia James
Data-Driven Retention Research: Using Institutional Research To Inform Institutional Practice.
PUB DATE- 31 Mar 89
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Blacks; College Attendance; *College Students; Comparative Analysis; Enrollment Trends; Equal Education; Higher Education; Hispanic Americans; *Institutional Research; *Minority Groups; *School Holding Power; Student Attrition

Topics and trends in literature providing a context for the present crisis in minority student retention are explored, noting a need for data-driven institutional research. Parts of a case study at a major public institution are presented. The study examined Black and Hispanic undergraduate student attrition at a White research institute to: identify the overall participation trends for four successive cohorts of Black, Hispanic, and White first-time full-time undergraduates; assess perceptions of persisting and nonpersisting Black and Hispanic undergraduates as to their satisfaction with institutional environment; develop race/gender profiles of such students; and test the applicability of the interaction theoretical framework for Black and Hispanic student participation and experiences. Findings include: incremental increases in Black and Hispanic enrollment have done little to improve overall participation; the pattern of high first-year nonpersistence reflects the national trend for nonpersisters irrespective of race/ethnicity; and without more active institutional efforts to achieve full academic and social integration of Blacks and Hispanics into the university the enrollment-nonpersistence cycle will continue. Fourteen recommendations include: establish a 2-year retention task force; fund, develop, and staff an academic support services center; and hire more Black and Hispanic academic advisors. Nine tables and five graphs are included. Contains 42 references. (SM)

ED 309 691 HE 022 549

Bergen, Doris; And Others
Federal Funding of Higher Education Proposals: Relationship of Research/Sponsored Programs Office Characteristics to Success Rates.
SPONS. AGENCY- American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Mar 89
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Faculty; Educational Finance; *Educational Research; *Federal Aid; Financial Support; Grants; *Grantsmanship; *Higher Education; *Institutional Characteristics; *Research Proposals; State Aid; State Colleges; Success

Information is presented on a study designed to collect data on the characteristics of research/sponsored programs offices at state-assisted higher education institutions that participate in the Office of Federal Programs (OFP) of the American Association of State Colleges and Universities. Objectives were to describe the characteristics of the offices, examine the characteristics and policies in relation to their success in obtaining federal and non-federal funding, and suggest models and successful approaches at large, mid-sized, and small institutions that could inform professional practice in this field. Data were obtained as part of the overall research/sponsored programs data collection activity, which used a six-part survey. Forty-six of 106 OFP institutions responded. The survey asked for data on institutional demographics and grants office characteristics (such as office functions, organizational patterns, financial and personnel resources, and general institutional policies). Results indicate that, for these institutions, the characteristics most likely to promote success in obtaining federal funding involve direct and sustained commitment from institutional administrators and faculty. Though cultivation activations like data dissemination, assistance with proposal development, and recognition of faculty seeking funds are not significantly related to direct success, they are necessary as seed activities to enhance the research/grants seeking climate. Contains 15 references. (Author/SM)

ED 309 692 HE 022 550

Carter, Beverly; And Others
Managing Collaborative Research: The Stanford/Schools Collaborative.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- 28 Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Educational Cooperation; Educational Improvement; *Grants; Higher Education; Mentors; *Research Projects; Shared Resources and Services
IDENTIFIERS- Small Grants Program; Stanford Schools Collaborative; Stanford University CA

Information is presented about managing collaborative research, focusing on the Small Grants Program (which allows university researchers and school practitioners to join forces and explore problems together with the assistance of a small research grant). The Stanford University setting for research in schools is described with a look at the origins of the Stanford/Schools Collaborative. A discussion of the evolution of the Small Grants Program considers the selection process, issuing the call for proposals, selection procedures, selection criteria, conflicts of interest, and project administration. The Stanford Cadwallader project (to study the concerns of elementary school teachers as they planned for the use of microcomputers in the teaching of writing in their classrooms) is explained in terms of producing the proposal, doing the research, dealing with some issues of collaboration, division of responsibility and leadership, resource management, and maintaining participation. In summary, a look is taken at the traditional model of research, the collaborative model of research, what it takes to carry out collaborative research, and whether or not collaborative research is worth it. Attached are descriptions of the Stanford/Schools Collaborative, a summary of small grants awarded for 1986-88, a description of the Stanford Cadwallader Project 1988, and a project time line. (SM)

ED 309 693 HE 022 551

Whiting, Albert N.
Black Colleges: Something of Value.
PUB DATE- Apr 89
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00).
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Affirmative Action; *Black Colleges; Blacks; *College Desegregation; *Equal Education; Higher Education; Minority Groups; Racial Integration; Whites

In the early stages of higher education desegregation, there was a disproportionate shifting of black students to historically white institutions. Today, it is estimated that about 82% of all black students in colleges and universities are enrolled in traditionally white institutions. As desegregation proceeded, the conviction grew that it was to flow in one direction: black into white. As state desegregation plans were developed under court directives, they were, at times, attended by calls for closing of black institutions or their merger into white higher education. Leaders and managers of black institutions have been slow to admit the existence of this trend; few, therefore, sought to compensate by broadening their institutional missions to appeal to a general community constituency. As a result, many black institutions lost enrollment and suffered financial distress. Many presidents were timid about broadening their missions for fear of criticism from the campus and local black community. More recently, however, statistics indicate a rather significant fact: black colleges and universities have been discovered by nonblacks as useful and effective channels of access to higher education. In all instances where there is high integration, state-supported institutions are involved. Because of public status and size, resources and curriculum breadth are significantly related dimensions and account for the appeal to these institutions across race lines. The idea held by some that some black educational institutions must be preserved for blacks only is inappropriate and self-limiting in today's environment. (SM)

ED 309 694 HE 022 552

Elmore, Richard F.
How We Teach Is What We Teach.
PUB DATE- Apr 89
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC ($3.00).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Studies; College Faculty; *College Instruction; Critical Thinking; Educational Quality; Higher Education; Models; Quality Control; Student Participation; *Teaching Methods; *Teaching Styles

C. Roland Christensen's 13 sessions on "Teaching and the Case Method" are discussed. This collection of cases and readings on teaching with the case method in graduate professional programs and in the liberal arts is a statement of the rationale, methods, and recurring problems of the case method. It has much to say, also, about teaching and learning and about serious discourse concerning teaching and learning. Professors have invented many social conventions, such as the myth of academic freedom, to cover the lack of serious attention to teaching and learning. Direct scrutiny of a colleague's teaching is considered a violation of basic academic conduct. Another useful convention is the myth of the "art" of teaching. Sentimentalization of good teaching provides a way to recognize those who think seriously about teaching without challenging those who don't. Christensen assumes that the principle "how we teach is what we teach" forms the basis for a critical and systematic view of teaching and learning, with teaching seen as the creation, in concert with students, of a model of critical thinking, understanding, and action informed by knowledge. (SM)

ED 309 695 HE 022 553

Scott, Robert A.
Strategic Plans and Self-Studies: Seldom Linked, Always Tied.
PUB DATE- 16 Aug 88
NOTE- 26p.; Paper presented at North Carolina Agricultural and Technical State University (Greensboro, NC, August 16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Accreditation (Institutions); *College Administration; *College Planning; Decision Making; Educational Assessment; Higher Education; Institutional Characteristics; *Institutional Evaluation; Institutional Survival; Policy Formation; *Self Evaluation (Groups)
IDENTIFIERS- Strategic Management; *Strategic Planning

A primer on strategic planning related to institutional self-studies and attempts at assessment is outlined. The refinement of a strategic plan and the preparation for continued accreditation are major events in an institution's life, but the two processes are too often kept separate. Strategic planning requires that an institution know who it is; where it is going; how it proposes to get there; and the leadership, staff, and financial resources necessary for the trip. Nine sections are as follows: (1) introduction; (2) what it is; (3) why it is done; (4) who does it; (5) when it is done; (6) where it is done; (7) how it is done; (8) what the benefits are; and (9) conclusions toward strategic management. Strategic planning provides guidance for future actions. It helps relate mission, goals, strengths, opportunities, priorities, and evaluation in a manner that enhances both decision-making and presentations about campus needs. Strategic planning leads to strategic management because it forces confrontation with choices and reasons. A strategic planning illustrative worklist is attached. Contains 13 references. (SM)

ED 309 696 HE 022 554

Wood, Peter H.; Wood, Jane H.

Annual Merit Pay and the Evaluation and Improvement of College Faculty: Problems, Solutions, and More Problems.

PUB DATE- 17 Feb 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (68th, San Diego, CA, February 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Higher Education; Incentives; *Merit Pay Motivation; Positive Reinforcement; Questionnaires; Recognition (Achievement); Records (Forms); Teacher Employment; *Teacher Evaluation; Teacher Salaries

Merit pay is discussed in three sections, focusing on: (1) an approach to the measurement of the merit of college teachers that avoids much of the subjectivity and potential favoritism that has caused other merit systems to fail, the procedure which evolved over a period of years, and a review of its evolution; (2) results of several surveys of opinions on merit pay; and (3) tentative conclusions. A discussion of the departmental merit system looks at the university and the department, the trial years, and the activity-points merit system. Survey results indicate that most pre-service teachers favor annual merit pay if the evaluation is completely fair. The most common justification for merit pay reflects the positions of equity or fairness and motivation or incentive effects. Forty-two percent of surveyed faculty agreed that they were satisfied with the department's merit system in 1987. The great majority of 85 merit procedures reviewed require faculty to provide documentation of their activities to a committee which allocates merit according to more-or-less clear guidelines. The most common justifications for merit pay systems suggest that annual merit pay would increase equity and productivity. Potential disadvantages include those associated with invalid or very subjective evaluation and inappropriate intrusion of extrinsic rewards into systems dominated by intrinsic rewards and self-directed activities. A copy of the Faculty Merit Reporting Form is attached. Contains 15 references. (SM)

ED 309 697 HE 022 555

Wood, Peter H.
Evaluation That Improves Teaching (or, Better Feedback and Better Testing for Better Teaching).
PUB DATE- 17 Aug 88

NOTE- 40p.; Paper presented at the Graduate Student Orientation Program, Bowling Green State University (Bowling Green, OH, August 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Graduates; *College Instruction; Excellence in Education; Faculty Development; *Feedback; Higher Education; Peer Counseling; Peer Evaluation; Questionnaires; Student Evaluation of Teacher Performance; Teacher Evaluation; *Teacher Improvement; Teacher Student Relationship; *Teaching Assistants

An expansion of suggestions provided to beginning graduate students who plan to function as teaching assistants is presented. Suggestions fall into the major categories of: advice from over 100 beginning teachers who just finished their first year of teaching; needed information at the beginning of the teaching term; shifting pre-lesson overviews and post-lesson reviews from the teacher to the students; obtaining feedback about teaching; and testing and grading. All of the suggestions involve providing, soliciting, and/or using information to help improve teaching while improving student learning. Students may learn more if they are asked to: review previous lessons; provide information about their attitudes toward or understanding of upcoming lessons; and summarize or expand upon the lessons just completed. Teachers may improve their instruction by asking students or others to provide a few, simple, possible suggestions for improvements. Although evaluations of students or teachers may be used to grade, evaluation should be used primarily to improve learning by students and their teachers. Three appendices are: a scale for evaluating essays and papers; examples of class description pages for two classes, a student information form, and a post-class recommendation/information form; and a summative ratings sheet. Contains 13 references. (SM)

ED 309 698 HE 022 556

Braukmann, James R.; Pedras, Melvin J.
Problem Solving in a Technological Society with Implications for University Teaching Improvement.
PUB DATE- 16 Jun 89
NOTE- 12p.; Paper presented at the International Conference on Improving University Teaching (15th, Vancouver, Canada, June 12-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Experiential Learning; Faculty Development; Group Dynamics; Higher Education; Learning Experience; *Problem Solving; *Student Development; Student Experience; Teaching Methods

One challenge in today's society is to teach students how to solve problems and use the general education they acquire to arrive at realistic solutions. Techniques that cut across the curriculum and can be used by any university teacher to provide realistic experiences for students are discussed. Students need the same acquired skills in technology and industry as are necessary for success in any professional field: communication and interpersonal skills, linked to problem solving skills. The techniques are clustered into the general categories of group dynamics (such as leadership, communication, presentation, and persuasion skills) and problem solving strategies (such as the design process, information management, and learning skills). An example of a process guide to problem solving, borrowed from technology, is described. Its seven steps are: define the problem carefully; establish criteria for the solution; research possible solutions; brainstorm all manner of sensible and nonsensible potential solutions; narrow the acceptable or promising options and develop them; create a working model; and evaluate the end result. The role of the educator should be to provide the student with appropriate experiences for defining and solving problems. Contains 5 references. (SM)

ED 309 699   HE 022 557

Wood, Peter H.

Predicing College Grades and Helping Colleagues To Assist Poor Readers To Succeed in College Courses.

PUB DATE- 17 Sep 88

NOTE- 15p.; Paper presented at the National Reading and Language Arts Educators' Conference (Kansas City, MO, September 17, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Achievement Tests; College Students; *Grades (Scholastic); Higher Education; Learning Strategies; *Predictor Variables; *Reading Ability; Reading Skills; Reading Tests; Scores; Student Development; Student Improvement; Success; Teaching Methods

The relationships typically existing between scores on reading tests and college grades are described. The four purposes are to: present some of the typical relationships between reading ability and college success; report upon some of the evidence supporting other possible predictors of college success; describe some of the problems associated with these predications; and suggest some alternate routes to improving the college success of less able students. College grades appear to be best predicted by previous grades. The next best predictors of college grades tend to be scores on reading tests or general aptitude tests. A third level of prediction may or may not be found through the use of study skills measures and personality measures. Reading improvement and study skills courses and programs may improve reading, grades, and retention. A possible alternate approach would involve assisting college faculty to directly help poor readers by improving course tests and by using more alternate teaching techniques which permit the poorer reader to learn more and demonstrate learning more clearly. Contains 28 references. (Author/SM)

ED 309 700 HE 022 560

Hines, Edward R.; And Others
State Support of Higher Education: From Expansion to Steady State to Decline, 1969 to 1989, Including an Illinois Case Study. MacArthur/Spencer Series Number 9.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 89
AVAILABLE FROM- Center for the Study of Educational Finance, 331 DeGarmo Hall, Illinois State University, Normal, IL 61761.
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; *Financial Support; *Higher Education; Longitudinal Studies; *State Aid; Tax Allocation
IDENTIFIERS- *Illinois

Trends in state higher education funding over a 20-year period from 1969 to 1989 were studied. The four analysis objectives were to: examine aggregate state tax appropriations for higher education annually from 1969 to 1989 in the 50 states; analyze state tax appropriations in each state on a per capita basis; compare state tax appropriations per capita in current dollars and in constant dollars for 1977-78 and 1987-88; and analyze measures of elasticity for the 1969-79 decade, the 1979-89 decade, and the 20 years as a whole. Study results show the decade of the 1970s stands in marked contrast to the 1980s. It was characterized by remarkable growth in higher education. The 1980s were characterized by fiscal stringency and annual percentage gains which are closer to increases in inflation. Over the 20-year period, there was an annual mean gain of 10.4% for the nation. Regional patterns, per capita appropriations, regional cost of living adjustments, elasticity measures, and explanations for changes in support (regional variations and the availability of revenue) are discussed. An Illinois case study is described that shows an inadequate level of state funding of higher education. Appended are a series of tables and graphs and calculations of elasticity measures. Contains 13 references. (SM)

ED 309 701 HE 022 660

Biron, Ronald; And Others
General Scholarship Program Report. Fiscal Year 1988. Massachusetts Public Higher Education.
Massachusetts State Board of Regents of Higher Education, Boston.

PUB DATE- Jun 89
NOTE- 35p.; For related documents, see HE 022 661 and HE 022 663-665.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Students; American Indians; Asian Americans; Blacks; Educational Finance; *Equal Education; Females; Financial Support; *Higher Education; Hispanic Americans; Minority Groups; Nontraditional Students; Public Colleges; *Scholarship; *State Aid; *Student Financial Aid
IDENTIFIERS- *Massachusetts

Findings from the General Scholarship Program in the Commonwealth of Massachusetts for fiscal year 1988 are presented. The data suggest that the financial aid program is promoting its goals for Massachusetts students to provide greater access for the neediest of students by ensuring that those with the most financial need receive the largest scholarship award. Some of the specific findings are as follows: during the 1988 fiscal year, more than 105,000 students applied for state scholarships, and nearly 43,000 received General Scholarship awards totaling over $57 million; about half of the scholarship recipients attended Massachusetts public colleges and universities while about one third attended Massachusetts independent colleges and universities; about 18% of the applicants for state scholarships reported incomes of less than $5,000 and 60% of those applicants received awards; men received slightly higher average awards than women, and Asians received the highest average award among the race categories; and of the students receiving awards and reporting incomes less than $5,000, a greater proportion were women (66.2%), Black (11.8%) Hispanic (9.9%),

Asian (8.9%), Native American (0.6%), and older than 29 years of age (28.6%) than were observed in the distribution of total enrollments. (SM)

ED 309 702 HE 022 661

Required Fees at Massachusetts Public Universities and Colleges.
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- 5 Jun 89
NOTE- 21p.; For related documents, see HE 022 660 and HE 022 663-665.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Students; Community Colleges; Educational Finance; *Fees; Higher Education; *Public Colleges; State Aid; *Student Costs; Student Financial Aid; Tuition
IDENTIFIERS- *Massachusetts

Historical information is provided on required student fees at Massachusetts public universities and colleges from fall 1982 to the present. Information on current fees subject to the 30% guideline is also included. Two sections of the report deal respectively with: (1) total required fees (recent trends in fees and comparison with state appropriations) and (2) categories of fees (different types of fees charged, fee policy, and fees by category). Mandatory student fees constitute an important part of the cost of higher education. Major findings include the following: fees vary significantly both between and within segments, and fees at public universities average $783 per year compared with $301 at community colleges; since fall of 1982, required fees have grown about seven times as much as tuition and twice as much as per capita income; internal administrative fees currently constitute approximately 61% of all fees and average $331 per year (and internal fees are now about 17% higher than in the fall of 1988 when they averaged $283 per year); and internal administrative fees currently exceed the 30% of tuition at 13 of the 28 public universities and colleges, compared to only five in the fall of 1988. Three figures and four statistical tables complete the report. (SM)

ED 309 703 HE 022 663

Dulac, Betty; Vasily, Jon

Massachusetts Integrated Postsecondary Education Data System. Summary Report 1987.

Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- 87
NOTE- 172p.; For related documents, see HE 022 660-661 and HE 022 664-665.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *College Graduates; Databases; *Degrees (Academic); *Enrollment Trends; Ethnic Groups; *Higher Education; Hispanic Americans; Minority Groups; Private Colleges; Public Colleges; State Surveys; *Student Characteristics
IDENTIFIERS- *Integrated Postsecondary Education Data System; *Massachusetts

Data compiled from aggregate forms completed by individual Massachusetts colleges and universities as part of the Integrated Postsecondary Education Data System (IPEDS), formerly known as the Higher Education General Information Survey (HEGIS), are presented. Only data pertaining to those institutions authorized to grant degrees in Massachusetts or which have degree granting authority in association within another institution are included. Information is presented in three sections, reflecting data from Massachusetts colleges and universities, both public and private, which completed the enrollment and completions HEGIS/IPEDS survey forms for the fall of 1987. The first section provides aggregate, racial/ethnic and institutional data on student enrollment; the second section, on degrees granted for the period of July 1, 1986 through June 30, 1987, provides data reported by Classification of Instructional Programs (CIP) and data reported by gender and by ethnic/racial classification; and the third section offers historical enrollment and completions awarded data for the public and independent sectors from 1978 to 1987 inclusive. Each part of the report is prefaced with an explanation of the categories used and is annotated where appropriate. Four appendices are as follows: IPEDS reporting institutions in Massachusetts higher education; definitions; fall 1987 total headcount enrollment data--Boston Standard Metropolitan Statistical Area and greater Boston; and a listing of the classification of instructional programs for IPEDS completions awards. (SM)

ED 309 704 HE 022 664

Research and Planning Enrollment and Degrees System. Fall 1987 Enrollment Report.

Massachusetts State Board of Regents of Higher Education, Boston.

PUB DATE- 87
NOTE- 106p.; For related documents, see HE 022 660-661 and HE 022 663-665.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Blacks; College Students; Community Colleges; Comparative Analysis; Continuing Education; Enrollment Influences; *Enrollment Trends; *Ethnicity; Full Time Equivalency; Full Time Students; *Higher Education; Hispanic Americans; Nontraditional Students; Part Time Students; Private Colleges; Public Colleges; *Race; Sex Differences; State Aid; State Colleges; Whites
IDENTIFIERS- *Massachusetts

Data provided from the Research and Planning, Enrollment and Degrees System (RPEDS) in the state of Massachusetts are offered. Tables are presented with a focus on: total enrollment; gender; race/ethnicity; age; and comparison with Integrated Postsecondary Education Data System (IPEDS) enrollment. Specific findings include: a total of 128,781 persons were enrolled in Massachusetts public universities, state colleges, and community colleges for the fall of 1987, which amounted to 108,043 full-time equivalents (FTE); women made up 55% and men comprised 45% of the entire student population; Blacks comprised 4.8%, Hispanics 2.9%, Asians 2.3%, and Native Americans 0.3% of total enrollments; the mean age for all students was 24.1 years; those students 30 years or older comprised 18% of all students; as age increased, there was a consistent, steady decline in the average credit loads of all undergraduates; and comparisons of this student population with all students enrolled in the public higher education system provide tentative findings regarding students enrolled in Division of Continuing Education (DCE). The comparisons indicate that greater proportions of minorities enrolled among state supported students while higher percentages of women and Whites enrolled among the DCE population and especially among DCE graduate students. Four appendices provide statistical data on: all students by segment and institution (includes FTE); undergraduates and graduate students by segment and institution (includes FTE); part-time and full-time undergraduates by segment and institution; and combined state supported and DCE enrollment from the 1987 IPEDS Summary Report. (SM)

ED 309 705 HE 022 665

System and Campus: A Structure for Excellence. The Chancellor's Report to the Board of Regents.

Massachusetts State Board of Regents of Higher Education, Boston.

PUB DATE- May 89
NOTE- 21p.; For related documents, see HE 022 660-661 and HE 022 663-664.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Capital Outlay (for Fixed Assets); Community Colleges; *Educational Finance; Educational Improvement; *Educational Quality; *Excellence in Education; *Governance; Governing Boards; *Higher Education; Income; Policy Formation; Private Colleges; Public Colleges
IDENTIFIERS- *Massachusetts

A report by the Chancellor of the Massachusetts State Board of Regents notes that the effectiveness of public higher education in the state depends upon the excellence of the individual colleges and universities. Five sections deal respectively with: context; governance and coordination (stressing the need to act as a system); a proposal for restructuring (examining in turn the universities, the state colleges, and the community colleges); institutional boards of trustees; and structure and resources (discussing budgets, new sources of revenue, and the capital outlay process). Eight recommendations designed for a system of shared governance are as follows: there should be four universities within the Massachusetts system of public higher education, each with a distinctive identity and character and each with a President and Board of Trustees; each of the state colleges should be supported in the development of its distinctive identity and character and of effective campus governance; each of the community colleges should define its mission and seek a balance of programs appropriate to the region it serves; the Regents should work with the campuses to make the annual budget process more effective in achieving the goals of accountability, quality, and access; the Regents should seek legislation to establish a Public Higher Education Capital Endowment Fund; the Regents should continue to work with the Division of Capital Planning and Operations to streamline capital outlay procedures; the Regents should support the proposal to establish an Academic Review Panel; and within 5 years, the Regents should conduct a formal review of the effectiveness of the system's structure. (SM)

ED 309 706 HE 022 666

Linder, Fredric

The Meaning and Importance of Values to Students in Higher Education.

PUB DATE- Feb 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern

Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Graduate Study; Higher Education; Integrity; *Moral Values; Self Esteem; *Student Attitudes; Student Characteristics; Student Responsibility; Teacher Education; Undergraduate Study

The value priorities of students engaged in teacher education programs at the graduate and undergraduate levels were studied. The research attempted a qualitative analysis in order to interpret quantitative results previously obtained and reported. Three research topics guiding the study were: the value priorities of undergraduate and graduate students as measured by the Rokeach Value Survey and whether or not they were consistent with those of students previously enrolled in the same educational programs; how the students interpret the meaning of the values; and why the values are important to students. Results indicate that the value priorities of students in the study remain similar if not identical to those assessed on the same instrument in a previous study. The value for "self-respect" remains the most frequently selected value among students in the present study. Students placed importance on the instrumental values "honest" and "responsible" and reported a perceived relationship between those values. A knowledge and understanding of the value priorities of undergraduate and graduate students enrolled in teacher education programs and the meaning those values have for students may provide faculty with motivational insights and strategies for meeting their learning needs. Contains 11 references. (SM)

ED 309 707 HE 022 667

Douglas, Joel, Ed.
Arbitration in Academe.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- May 89
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010 ($6.25).
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information

Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Confidentiality; Employer Employee Relationship; Faculty College Relationship; Grievance Procedures; Higher Education; Models; Negotiation Agreements; Peer Evaluation; *Unions

Questions and issues critical to an understanding of arbitration in higher education are discussed. Aspects of the academic arbitration model are defined. The following four topics are examined: (1) the procedural similarities and differences between academic arbitration and the industrial model; (2) the possible inherent conflict between academic arbitration and a collegial employment relationship based on peer review and shared authority; (3) the scope of arbitrability and the role of academic judgement within the academic arbitration process; and (4) the restraints imposed by the requirements of confidentiality in the peer review process. Arbitration of faculty status issues remains a viable means of dispute resolution on unionized campuses. The deferral accorded the arbitration system and individual arbitrators by the courts and administrative agencies is well established. Opponents of faculty unionization cite academic arbitration as an example wherein collective bargaining is inherently contradictory to peer review and a collegial employment relationship. The effect of arbitral remedy remains unclear, as arbitrators are frequently limited to procedural remands to the very committee that made the decision that gave rise to the grievance. Academic arbitration remains a conservative process with both faculty unionists and college administrators relying on the procedural models developed in the industrial sector more than 50 years ago. Contains 26 references. (SM)

ED 309 708 HE 022 668

Christo, Doris Hedlund
Ethics and Higher Education. Current Issues in Education: A Bibliographic Series. Volume 5 No. 2.
Harvard Univ., Cambridge, Mass. Graduate School of Education.

PUB DATE- Jan 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Ethical Instruction; *Ethics; *Higher Education; *Integrity; Moral Values; Reference Materials

An annotated bibliography citing recent and recent-past research from 1983 to 1988 on the subject of ethics and higher education is presented. The publications listed in the bibliography were selected from the ERIC database in an attempt to describe some of the literature published during the past 5 years that may be of interest to educators and philosophers concerned with the issues of ethics and higher education. It offers a small sample of literature available on the subject and is by no means complete, but it may serve as a point of departure for those wishing to explore the topic. A total of 47 references are cited. (SM)

ED 309 709 HE 022 671

Morgan, Elizabeth; Weigel, Van

Credits and Credibility: Educating Professionals for Cultural Sensitivity.

PUB DATE- Nov 88

NOTE- 19p.; Paper presented at the Conference on Science and Technology for International Development (Myrtle Beach, SC, November 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Credibility; Cross Cultural Training; *Cultural Awareness; Higher Education; *Listening Skills; Professional Development; Professional Occupations; *Professional Personnel; *Sensitivity Training

A four-part discussion on cultural sensitivity and good listening skills in development professionals is presented. It is noted that there is much in their educational regimen which militates against developing these habits of mind. It is hypothesized that much of this problem resides in the hidden cultural meanings of professionalism in general and that many of these hidden meanings remain unchallenged by educational curricula in development studies. Much can be done at the curricular level to suggest a notion of professionalism that encourages a thoroughgoing respect for alternate cultural viewpoints and the particular perspectives/aspirations of development professional's host community. The four parts of the presentation deal with the following topics: (1) professionalism as a hazardous occupation (outlining some of the inherent paternalistic overtones associated with the concept of professionalism and ways that these are reinforced by higher education); (2) pedagogical considerations in development education (exploring some of the pedagogical dimensions involved in developing the skills of cultural sensitivity and listening within students); (3) cross-disciplinary experiments and Eastern College's (Pennsylvania) Master of Business Administration program in Economic Development (offering a brief account of how the school is trying to address these issues within a graduate program and problems that have been encountered so far); and (4) travel seminars and cultural understanding (focusing on a work/study seminar that was recently organized for Eastern College students in Nicaragua). (SM)

ED 309 710 HE 022 674

Knepper, Paula R.
Student Progress in College: NLS-72 Postsecondary Education Transcript Study, 1984. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 55p.; Data Series: NLS-72/84.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Attendance Patterns; Bachelors Degrees; *College Attendance; College Graduates; *College Students; Educational Attainment; *Graduation; Higher Education; Longitudinal Studies; National Surveys; Nontraditional Students; Time

By looking at progress of students from entry into postsecondary education (PSE) through completion of the bachelor's degree, it is possible to find out more about those students who do not go directly to college and graduate exactly 4 years after high school and compare them with more traditional peers. Data come from the National Longitudinal Study of the High School Class of 1972 (NLS-72) and its related Postsecondary Education Transcript Study conducted in 1984. Patterns of progress and attendance are shown for the 12-year period following high school. The two main topics addressed are: (1) the average time taken to complete each level of postsecondary education through a bachelor's degree; and (2) how many students take longer than normally expected to progress through postsecondary education. Results indicate the following: expectations for the time to complete any level or year of PSE are shorter by 3 to 9 months than actually taken by 1972 high school seniors; men are more likely to take longer at each level than women; the longer students wait to start PSE after high school, the more likely they are to take extra time to complete the freshman year; and completion of each level within the expected time contributes to continuation through the next level of postsecondary education. Two appendices are: methodology and technical notes (methodology, PSE computed variables, accuracy of estimates, and instructions for obtaining more information); and data for the study's figures. Contains 28 references. (SM)

ED 309 711 HE 022 675

Student Education Expenses, 1987. 1987 National Postsecondary Student Aid Study. E.D. Tabs.

National Center for Education Statistics (ED), Washington, DC.; Westat, Inc., Rockville, MD.

PUB DATE- Apr 89

NOTE- 71p.; Data Series: DR-NPSAS-86/87-1.17. For a related document, see HE 022 691.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Access to Education; *College Students; Educational Finance; Expenditures; *Financial Support; Full Time Students; Higher Education; National Surveys; Part Time Students; *Student Characteristics; *Student Costs; *Student Financial Aid; Undergraduate Students

IDENTIFIERS- Paying for College

The 1987 National Postsecondary Student Aid Study (NPSAS), conducted by the U.S. Department of Eduction, is described. This student-based data system contains comprehensive information on how students finance their postsecondary education. The NPSAS in-school sample includes students enrolled in all types of postsecondary institutions in the fall of 1986, at all academic levels (undergraduate, graduate, and first-professional students and students who did not receive student financial aid). The summary tabulations describe the education expenses of undergraduate students by institution control and level, residency status, attendance status, and selected student characteristics. Since the education expenses of undergraduate students vary considerably across residency status, education expenses are presented separately for undergraduate students living on campus, in off-campus housing, and with parents. Education expenses of students attending postsecondary institutions on a full-time basis were significantly higher than the expenses of those attending on a part-time basis. The expenses of students attending on a full-year basis were also significantly higher than the expenses for those attending on a part-year basis. Appended are technical appendix notes and selected sampling errors. (SM)

ED 309 712 HE 022 676

Paulston, Rolland G.
Higher Education and the State in Cuba.
PUB DATE- Apr 89
NOTE- 30p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Change; *Educational Development; Enrollment Trends; Foreign Countries; *Higher Education; Public Policy; Revolution
IDENTIFIERS- Constitutions; *Cuba

How and why the expansion and reorientation in Cuban higher education has taken place is noted, and continuing problems and emerging trends are assessed. Few developing countries can match Cuban achievements in higher education, which has advanced to levels characteristic of developed societies. Ideological orientations of historical trends are presented. The current system, which by 1986 had over 45 university facilities enrolling 268,000 students, is discussed. Rapidly expanding enrollment is a response to Castro's commitment to provide all Cuban citizens with higher education. Numbers of academic staff greatly increased following 1975/76 reforms; and status differences between staff, professors, and students have been reduced. The concept of academic freedom does not exist. With higher education tightly integrated into Cuba's economy, university graduates move easily into technical/professional work in state ministries, agencies, and organizations. One major problem in Cuban higher education is the attempted creation of a revolutionary socialist consciousness in all students. This attempt to orient Cuban youth, who know the revolutionary struggle of the 1950s only as history, has led to a chronic problem of low academic achievement and inadequate skills development. It is unsure how long Castro will be able to pursue a counter policy of ideological rigidification with the emergence of new technical elites in the Soviet Union. The extent to which university students will continue to endure oppressive ideological indoctrination remains to be seen. Chapter IV of Cuba's Constitution ("Education and Culture") is included. Contains 50 references. (SM)

ED 309 713 HE 022 677

Seedorf, Rita G.; Gmelch, Walter H.
The Department Chair: A Descriptive Study.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Convention (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrators; College Faculty; *Department Heads; Higher Education; Meetings; School Administration; Time Management

Information is presented on a study which investigated the managerial role of the academic department chair and compared it to a study of traditional managers. The study compared management activities to determine whether or not there was a difference between academic management and management outside of the university setting. It made use of the structured observation method of Mintzberg to document the actions of a department chair in an academic university. In addition to 8 days of structured observation, the study included semi-structured, in-depth interviews with the person being studied and two chairs from other departments along with time logs from 2 days when the subject of the study was working outside of the office. The subject was a chair of a Department of Educational Administration and Supervision in a major research university. The study looked at the amount of time in minutes spent on five incidents (scheduled meetings, unscheduled meetings, phone calls, tours, and desk work). Results include the following: one of the main frustrations of academics who attempt to perform the administrative role is the very limited amount of uninterrupted desk work; time concerns weigh heavily on all department chairs; time spent in scheduled meetings is not usually rewarding to university department chairs; and 6% of their time is spent on phone calls. Tables are included. Contains 27 references. (SM)

ED 309 714 HE 022 678

Willett, Lynn Hagan; Licata, Joseph W.

Resident Assistants and Students on Leadership, Residence Hall Climate and Student Brinkmanship.

PUB DATE- Apr 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Environment; College Housing; College Students; *Dormitories; Higher Education; *Leadership; Power Structure; *Resident Assistants; Residential Colleges; Social Environment; *Student Reaction
IDENTIFIERS- *Brinkmanship

Student brinkmanship in residence halls, resident assistant (RA) leadership, and residence social climate are discussed. In "brinking" the system, students challenge authority in ways that provide scant grounds for the institution to apply punishment. The study looks at relationships between: the RA's leadership behavior and student perceptions of brinkmanship; student perceptions of social climate and brinkmanship in the residence hall environment; RA leadership and residence hall climate; and RA attitudes toward student brinkmanship, student attitudes about brinkmanship, RA leadership, and residence hall social climate. Study participants were from residence halls of a major public university. Findings include: there is an inverse relationship between resident perceptions of student brinkmanship frequency and RA leadership behavior involving consideration and initiating structure; resident perceptions of frequent, hostile brinkmanship are inversely related to resident perceptions that the residence social climate is supportive of individual needs and institutional role expectations; student perceptions of RA leadership behavior characterized by consideration and initiating structure are positively related to their perceptions that the residence social climate is supportive of individual needs and institutional role expectations; and there is an inverse relationship between RA perceptions of brinkmanship frequency and the degree to which students view the residence social climate and RA leadership as supportive of individual needs and institutional role expectations. Contains 25 references. (SM)

ED 309 715 HE 022 681

Menges, Robert J.; Brinko, Kathleen T.
Instructional Consultation in Postsecondary Education: Problems and Solutions Discussed by Professors and Consultants.
PUB DATE- Mar 89
NOTE- 15p.; Revision of paper presented at Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Conflict Resolution; *Consultants; Creative Thinking; Decision Making; Higher Education; Leadership; *Problem Solving
IDENTIFIERS- Client Behavior; *Instructional Consultation

Instructional consultation in postsecondary institutions is explored by examining problem solving behaviors of instructional consultants and their faculty clients. Study goals were to: determine whether instructional consultants or the faculty clients guide the discussion during instructional consultation; describe the issues discussed by instructional consultants and the faculty clients during instructional consultation; and determine how much emphasis is placed upon problem solving during instructional consultation. The research looked at: who raises problems and suggests solutions; what kinds of problems and solutions are identified; and how much time instructional consultants and their faculty clients devote to discussing problems and solutions. Fourteen pairs of instructional consultants and clients from 10 research-oriented doctorate-granting institutions participated. Instructional consultants videotaped themselves interacting with faculty clients. Two teams of trained observers noted time and source of problem/solution. Results include the following: a total of 69 problems were raised across 14 information review and planning sessions; consultants raised more problems and solutions than their clients; about one-half of all problems concerned the teacher; more than one-half of all solutions concerned pedagogical skills; discussions were quite brief, averaging only 34 seconds per problem and 30 seconds per solution; and not all problems had solutions. An appendix offers a sample conversation between consultant and client. Contains 8 references. (SM)

ED 309 716 HE 022 682

Blumberg, Phyllis; Daugherty, Steven
Good Student or Good Physician: What Are We Encouraging?
SPONS. AGENCY- Chicago Community Trust, Ill.; National Fund for Medical Education, Cleveland, Ohio.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Also supported by the American Medical Association Education and Research Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Competence; Educational Benefits; *Education Work Relationship; *Graduate Medical Students; Higher Education; Instructional Effectiveness; Medical Education; Outcomes of Education; Physicians; *Premedical Students; Role of Education; Student Development; Student Reaction

A study based on student and faculty opinions is presented. It examines how well two types of preclinical curricula are preparing students to become competent physicians. Research questions include: how effective do students perceive their educational activities in two different preclinical curricula to be in helping them to pass their exams and become good physicians; how congruent are educational activities of preclinical students with student perceptions of activities leading to physician competence; and how congruent are the perceptions of students compared to those of their faculty. Preclinical students and faculty from a private midwestern American medical school participated. Responses were gathered from one class of traditional curriculum students and from one class of problem based learning students. Students were asked to indicate how often in the past year they had used each of the different study resources listed for them and to rate a series of educational activities by their effectiveness in helping them pass an exam and for preparing them to become good physicians. Results indicate a greater congruence between the goals of medical school and the development of physician-like behaviors, such as professional or self-directed learning, in a problem based curriculum than in a traditional curriculum. Results from both tracks agree in that the most clinically oriented educational activities were selected by all students as being most effective in helping them to become competent physicians. Contains 5 references. (SM)

ED 309 717 HE 022 683

Andrew, Loyd D.; Russo, Rocco
Who Gets What? Impact of Financial Aid Policies.
PUB DATE- Mar 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Blacks; Change; *College Choice; Community Colleges; *Educational Finance; *Federal Aid; Financial Support; Hispanic Americans; Minority Groups; Postsecondary Education; Proprietary Schools; *Student Financial Aid; Trend Analysis

Since 1980 the legislation and administration of federal financial aid to students has changed radically. Four topics examined in this study are: what changes have been made; their effects on federal funding allocations and obligations; how the changes may have contributed to the growth of the proprietary sector of education at the expense of community colleges; and how the changes have contributed to the decline of Black and Hispanic pursuit of higher education. The study draws from literature, in particular from data compiled by the U.S. Department of Education, the College Board, legislation that affected financial aid, and preliminary analyses of the recently completed U.S. Department of Education National Postsecondary Student Aid Survey. The 1978, 1982, and 1986 amendments to the Higher Education Act and concomitant rises in the costs of higher education have had several effects on student choices of higher education sectors and institutions. Higher costs have reduced the options of low and middle income students to choose among schools; increased student dependence on borrowing large sums to finance higher education; and forced students and families to turn to other sources for support in many cases. The participation of Blacks and Hispanics in higher education has declined, and a large proportion of those who pursue a higher education choose community colleges and proprietary schools. Five tables are included. Contains 11 references. (SM)

ED 309 718 HE 022 684

Li, Hongru
Relationship of Type of Motivation and Perceived Success of International Students.
PUB DATE- 31 Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingualism; Foreign Nationals; *Foreign Students; *Graduate Students; Higher Education; Language of Instruction; *Language Proficiency; *Motivation; Second Languages
IDENTIFIERS- State University of New York Albany

Information is presented on a study determining the degree to which international graduate students studying in the United States reported different systems of motivation. The relationships between the postulated systems of motivation and self-perceptions of adequacy of language in academic study and in the broader life of the cultures were explored. The subjects were 84 graduate students whose native language is not English and who have studied at the State University of New York at Albany for at least a year. Students came from 27 different countries including China, India, Germany, Taiwan, Japan, Indonesia, Spain, South Korea, and Cyprus. Students were mailed a questionnaire, and based on responses, three motivation groups were formed (intrinsic, balanced, and instrumental). Results indicate that the intrinsic group generally ranked themselves higher in the non-academic than in the academic area, while the instrumental group rated their skills in the non-academic area lower than the students in both the balanced and instrumental group. In regard to travel, most students in the intrinsic group considered increasing their knowledge of American culture, history, and geography as a very important purpose. In the instrumental group, only 18 out of 44 rated the purpose as very important. In contrast, 13 students in the instrumental group thought keeping ties with people from the home country and adding knowledge to their curriculum and learning course was very important. Five tables are

included. Contains 8 references. (SM)

ED 309 719 HE 022 685

Lemish, Donald L.
Establishing a University Foundation.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 200361-1192 ($5.00 members, $8.00 nonmembers).
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Donors; Educational Finance; Endowment Funds; *Fund Raising; Guides; Higher Education; Institutions; *Philanthropic Foundations; *Private Financial Support; Public Colleges; *State Universities
IDENTIFIERS- *University Foundations

A handbook on how to establish a university foundation is presented. It presupposes that a foundation will be used as the umbrella organization for receiving all private gifts, restricted and unrestricted, for the benefit of a public college or university; and hence it chiefly addresses readers from public colleges and universities. Information is based on personal experiences at five universities. An introduction discusses reasons to have a foundation (establishing credibility, marshaling volunteers, fostering life income agreements, increasing investment potential, and curtailing political intrusion). Eight steps for creating a foundation are as follows: develop guidelines (sample fund-raising and policy guidelines); state the case for development (sample case statement); incorporate (sample articles of incorporation and bylaws); choose directors; halfway home or getting the exemption; find startup money (sample guidelines for establishing foundation funds, trust fund withdrawal request); establish accounts; and disburse funds (sample disbursement guidelines). It is suggested that those establishing a foundation remember to make it as easy as possible for someone to make a gift to the institution; allow at least a year to get a foundation organized; and be assured that with good professional staff leadership, the institution will reap rewards. Contains 17 references. (SM)

ED 309 720 HE 022 689

Brookhart, Susan M.; Loadman, William E.
Work Perceptions of University and Public School Educators.
PUB DATE- 30 Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Freedom; College Faculty; *College School Cooperation; Elementary Secondary Education; Higher Education; Institutional Characteristics; Job Satisfaction; *Participative Decision Making; Personal Autonomy; Power Structure; Professional Development; Public Schools; Public School Teachers; Questionnaires; Role Perception; Self Concept; Self Evaluation (Individuals); Universities; *Work Environment

Four dimensions (work tempo, professional focus, career reward structure, and sense of personal power and efficacy) involved in public school-university collaboration are examined. The study had the objectives of using summated rating scales to measure shared perceptions and to describe work perceptions of professional educators. A questionnaire was prepared and sent to people who worked either in a Midwest Holmes Group university or in a public school that cooperates with a Midwest Holmes Group university. Professionals were asked to reflect on how they think and feel about their professional activities. The summated rating scales did function to measure shared perceptions, interpretable from a cultural perspective. Results indicate subcultural differences among educational settings and suggest entering into any collaborative activities mindful of the most severe differences found among positions. It is emphasized that school-university collaboration, for all its difficulties, is a necessary method for educators to use if they really want different points of view represented. The survey instrument is appended, and 10 tables are included. Contains 24 references. (SM)

ED 309 721 HE 022 691

Korb, Roslyn; And Others
Student Financing of Graduate and Professional Education. A Report of the 1987 National Postsecondary Student Aid Study. Analysis Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 150p.; Data Series: DR-NPSAS-86/87-1.21. For a related document, see HE 022 675.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Educational Finance; *Enrollment Trends; Expenditures; Federal Aid; Graduate Students; *Graduate Study; Grants; Higher Education; National Surveys; *Professional Education; State Aid; Student Characteristics; *Student Financial Aid; Student Loan Programs

A report of the 1987 National Postsecondary Student Aid Study (NPSAS) focuses on graduate and first-professional students in order to inform policymakers and other interested parties of the NPSAS data and its potential for clarifying policy and research issues surrounding postsecondary education and student financial aid. Seven chapters are: introduction; postsecondary enrollment; postbaccalaureate education expenses; sources and types of aid to postbaccalaureate students; the composition of student aid awards; sources of financial support to postbaccalaureate students; and summary and conclusions. Results include the following: 45% of all postbaccalaureate students were 30 years or older, although 80% of the first-professional students were under 30; the average total expenses related to education for full-time postbaccalaureate students was about $9,300; full-time first-professionals borrowed higher amounts of aid on average than master's or doctoral students; over one-half of the aided master's students enrolled in the fall of 1986 and three-fourths of the aided doctoral students received institutional aid only or federal and institutional aid combined; and the majority of postbaccalaureate students enrolled in the fall of 1986 relied solely on themselves or themselves and financial aid. Four appendices are: additional tables; technical notes; a list of advisors to NPSAS; and classification of instructional programs (CIP) codes. (SM)

ED 309 722 HE 022 692

Bogler, Ronit
The Funding Preferences of University Researchers.
PUB DATE- Mar 89

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Corporate Support; *Decision Making; Educational Researchers; Federal Aid; *Financial Support; *Grantsmanship; Higher Education; Private Colleges; Private Financial Support; Public Colleges; *Researchers

The relationship between the level of researchers' dependency on funding sources and their considerations for choosing to turn to certain funding sources is examined. Monetary and non-monetary aspects of these considerations are explored. University researchers and federal government agencies have a long history of collaboration for purposes of research; now the collaboration between university researchers and industrial corporations has added another dimension to the relationship between researchers and funding agencies. It is postulated that university researchers take into consideration a number of factors that might affect their decision with regard to their funding sources, and the factors affecting the researchers' preferences are examined. Three hypotheses are: the level of dependency on external sources is related to monetary considerations which affect the decision to collaborate with specific organizations; the same levels are related to non-monetary considerations affecting the decision to collaborate with certain organizations; and researchers in public universities tend to indicate non-monetary considerations more frequently as affecting their preference than do researchers in private universities. Results indicate researchers applying to different funding sources are not attracted by the wide range of advantages this relationship offers. The three hypotheses were all partially supported by the study. Both researchers who are highly dependent on external sources and those who are not do not tend to consider non-monetary factors. Tables are included. Contains 23 references. (SM)

ED 309 723 HE 022 694

Hargrave, O. T., Ed.
Academic Advising: Transition and Continuity. Proceedings of the National Academic Advising Association Annual Region VII Conference (5th, Dallas, Texas, May 21-23, 1989).
National Academic Advising Association, Pomona, NJ.
PUB DATE- 23 May 89
NOTE- 31p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Advising; Athletics; Career Counseling; College Freshmen; College School Cooperation; Computer Uses in Education; Educational Counseling; *Faculty Advisers; Higher Education; High Risk Students; Interpersonal Relationship; Leadership; Longitudinal Studies; Outcomes of Education; Peer Influence; Publications; School Holding Power; Self Help Programs; *Student Development; Student Evaluation; Study Abroad; Transfer Students

Papers from the conference proceedings of the National Academic Advising Association are as follows: "Advising, Writing Centers, and Academic Services: Applications and Extensions of Student Developmental Theories" (M. Brooks and C. Murphy); "Development of an Expert System for Student Advisement" (J. Sullivan et al.); "Evaluating Advising: The Advisers, the Program" ("K. Hugley-Cook); "Small College Advising Programs: Hits and Misses" (S. Novinski and W. Seidenschwarz); "Developing the Leadership Potential of College Freshmen Using Peer Facilitators" (M. Payne and S. Johnson); "Student Priorities for an Academic Advising Relationship: Do Students Want a Personal Relationship?" (L. Fielstein); "Academic Advising and the Computerized Degree Audit System at SMU" (O. Hargrave); "An Overview of the Lonestar Longitudinal Student Tracking System and Its Uses in Outcomes Research" (F. Aquino); "Assessing Intrusive Advising for Transfer Students" (L. Black et al.); "Producing a Comprehensive Academic Advising Handbook" (J. Ford); "Advantageous Liaisons: Academic Advising and Learning Enhancement" (P. Feldman et al.); "Texas Academic Skills Program (TSAP): Evaluation and Institutional Responses" (J. Matthews et al.); Advising Makes a Difference: Report of a Longitudinal Study" (F. Vowell and P. Farren); "Academic Advising and Career Counselling: The DISCOVER Program" (R. Mendias); "Getting the Word Out: Academic Publications on a Shoestring Budget" (B. Schmidt and O. Hargrave); "Academic Advising Models for Student Athletes" (M. Brooks et al.); "The Development and Evaluation of an Assessment Course for High Risk, Readmitted Probationary STudents" (M. McMillian and A. Anderson); "Advising Students for Study Abroad Programs" (R. Corder); "Bridging the Gap Between Prospective Student and Admitted Student: How Personalized Contacts with Prospective Students Enhance Future Advising Relationships" (M. Kraus); "Catalyst to Student Retention: Self-Help and Peer Support" (G. Williams); and "Risk, Rigor, and Results: Concurrent Enrollment--A High School/College Partnership" (T. Allen and I. Templeman). (SM)

ED 309 724 HE 022 695

Sheets, Kent J.; Doherty, Mary K.

The Tertiary Care Medical Center as a Training Ground for Family Physicians.

PUB DATE- 27 Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Decision Making; Demography; Family Influence; *Family Practice (Medicine); Graduate Medical Students; Higher Education; Marital Status; *Medical Education; Medical Schools; Professional Education
IDENTIFIERS- University of Michigan Medical School

This document reports on a study of influences on the choice of family practice as a medical speciality in a setting in which primary care is not stressed. The study surveyed 392 alumni of the University of Michigan Medical School who graduated between 1950 and 1984 and were members of the American Academy of Family Physicians and/or were certified by the American Board of Family Practice; of these, 243 returned completed questionnaires for a response rate of 63%. Each eligible graduate received a questionnaire consisting of five sections and 40 questions. The questionnaire items included such topics as: year of graduation from medical school; post-graduate training; parents' occupations; practice profiles; time period during which decision to be a family physician was made; and institutional influences on career choice. Results include the following: 16% of the family physicians surveyed had at least one physician parent; about 52% came from middle class families; most came from large and small hometowns with 36.9% growing up in major metropolitan areas or suburbs of a city larger than 50,000; and private physicians practicing in either solo or group practices comprised 73% of the respondents. The largest influences on specialty choice were found to be the opportunity to treat a variety of illnesses, know patients personally, and work with people as opposed to things. The medical school setting provided little support for the choice of family practice but offered an environment of high quality education and an opportunity to see a variety of illnesses. Contains 13 tables and 24 references. (SM)

ED 309 725 HE 022 696

Thompson, Patricia J.
Hestian Education: Everyday Life as a Curricular Paradigm.
PUB DATE- 29 Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Daily Living Skills; Family (Sociological Unit); *Feminism; Higher Education; Home Economics; Humanization; *Life Style; Role Theory; Social History

Everyday life as a curricular paradigm is discussed in this paper, beginning with a look at public and private feminist dilemmas, at the creation of nonpatriarchal categories, and at the everyday world seen both as phenomenon and as problematic. Numerous feminist scholars have addressed the question of a feminist standpoint on everyday life, and it is possible that the Hestian/Hermean paradigm can provide a thread through the labyrinth. The Greek goddess Hestia was the protector of the hearth, and her influence in the ecology of everyday life was pervasive. Hestian space was sacred and secular, and the hestia symbolized a spiritual presence. The god Hermes was the protector of public space, bridges and communication, so the system of action that operates in the public world is referred to as the Hermean sphere or domain. The discussion focuses on the following: the Hestian, or feminist, standpoint; the Hestian/Hermean division of labor; revising a genderless Gestalt; Hestian knowledge; and a Hestian model for curriculum. Educators today must confront the question of whether a curricular model grounded in the Hermean domain can be supported at the expense of the Hestian domain. These are not, strictly speaking, women's issues but rather human issues illuminated by women's scholarship, thinking, experience and curriculum building. Contains 32 references. (SM)

ED 309 726 HE 022 700

Martin, David S.; Jonas, Bruce S.

Cognitive Enhancement of Hearing-Impaired Post-Secondary Students. (Revised).
PUB DATE- Dec 88
NOTE- 30p.; Project supported in part by a federal grant from the Field-Initiated Research Program, Project No. 023DH60039.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cognitive Ability; College Students; Deafness; *Hearing Impairments; Higher Education; *Instructional Improvement; *Intervention; Learning Problems; Mathematics Skills; Partial Hearing; Reading Skills; Special Education; Student Development; Writing Skills

A study focusing on the serious need for active programs in improving the cognitive skills of hearing-impaired students is examined. Six hypotheses are presented as potential outcomes of using the Instrumental Enrichment (IE) program (classroom intervention for adolescents and adults using content-free paper and pencil exercises to correct deficient cognitive functions and provide the prerequisites for learning and problem solving). Some 91 experimental hearing-impaired college students were compared with 91 matched controls. The hypotheses are that the IE students will: (1) demonstrate significantly higher logical reasoning than the controls; (2) demonstrate significantly better achievement in reading comprehension; (3) math concepts; and (4) mathematical computation as measured on the Stanford Achievement Test, Hearing-Impaired version; (5) demonstrate improved organization in the production of a written essay; and that (6) within the experimental group, students whose hearing loss dates from age 2 or before will show significantly greater improvement in scores in logical reasoning. Experimental students received IE focusing on generalizable cognitive skills during the experimental period. Conclusions from the study include the following: the gains in logical reasoning, math concepts, and math computation and reading comprehension were significantly higher for the IE group; all hearing-impaired college students can benefit from cognitive skills instruction; trained IE instructors tend to persist in their interest in implementing the teaching of thinking skills; and whenever possible, cognitive skills instruction should begin at an earlier age than college. Tables are included. Contains 20 references. (SM)

ED 309 727 HE 022 701

Murray, Frances; Feitler, Fred C.

An Investigation of Transformational Leadership and Organizational Effectiveness in Small College Settings.

PUB DATE- 31 Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Enrollment Trends; Higher Education; *Leadership; Models; *Organizational Effectiveness; Private Colleges; School Effectiveness; *Small Colleges; Student Characteristics; Success
IDENTIFIERS- *Transformational Leadership

The ways in which current theories of leadership relate to perceptions of organizational effectiveness are examined in a study looking at these interactions and relevant demographic factors in 11 small, private, midwestern colleges. A model of transactional and transformational leadership proposed by Bass (1985) is investigated along with an organizational effectiveness model proposed by Cameron (1978) to determine how transactional and transformational leadership and organizational effectiveness related to 12 selected demographic characteristics (e.g. enrollment, retention rate, percentage of students completing college in 4 years, percentage of students receiving financial aid, age, sex, and current position of respondent). Views of leadership, leadership and higher education, the transformational leadership perspective, and organizational effectiveness and higher education are discussed. Data for the study were obtained via two questionnaires sent to key administrators at each institution (the response rate per institution varied from 67% to 97%). Results indicate the following: there are significant relationships between perceptions of organizational effectiveness and demographic variables; the strongest relationships were with the organizational effectiveness measures; and academic excellence appears to be most predictive of variation in perception of effectiveness. Tables are included. Contains 33 references. (SM)

ED 309 728   HE 022 702

Iram, Yaacov

Israel's "Planning and Grants Committee": A Case Study of Autonomy and Control in Higher Education.

PUB DATE- 31 Mar 89

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Centralization; Decision Making; Foreign Countries; *Governance; *Institutional Autonomy; Institutional Role; *Leadership; Organizational Effectiveness; *Postsecondary Education; *Power Structure; Vocational Education

IDENTIFIERS- *Israel

The higher education system in Israel is discussed, noting that tertiary education in that country makes a clear distinction between higher (university and academic) education and postsecondary eduction that is largely vocational. The Planning and Grants Committee (PGC) of the Council for Higher Education is responsible for the budgets of Israel's eight universities. Israel also has a group of specialized institutions of higher education which can only award the Bachelor's degree. They are under the aegis of the PGC. Six teacher training institutions are handled by a special permanent committee set up by the Council. Institutions that provide certain academic courses under the academic supervision of a university (e.g. regional colleges) are also found in Israel and financed by the Ministry of Education and Culture and regional authorities. About 30% of all research and development in Israel is carried out in the universities. The PGC has become the most powerful and central organization in higher education as a result of a gradual withdrawal of the government from its direct involvement. In recent years universities have questioned the validity of the allocation methods employed by the PGC and have even protested against its decisions. The outcomes of the present inherent tension between autonomy and control remain to be seen. Tables are included. Contains 20 references. (SM)

ED 309 729 HE 022 703

Bennett, Christine; Okinaka, Alton M.

Factors Related to Persistence among Asian, Black, Hispanic, and White Undergraduates at a Predominantly White University: Comparison between First and Fourth Year Cohorts.

PUB DATE- 31 Mar 89
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Tables 7-11 contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; American Indians; Asian Americans; Blacks; College Attendance; *College Environment; College Students; Dropout Rate; Dropout Research; Higher Education; Hispanic Americans; *Minority Groups; School Holding Power; Social Isolation; State Universities; Student Alienation; *Student Attrition; Whites; Withdrawal (Education)
IDENTIFIERS- Indiana University

A follow-up study of undergraduate student attrition at Indiana University is presented. It builds upon previous research on student attrition documenting high rates of attrition among Black and Hispanic undergraduates. It also builds upon the Conceptual Model of Black Student Attrition. One goal is to compare persisters and non-persisters within the 1982 cohort according to variables in the revised model. The current study improves upon previous research by: (1) using actual persister or non-persister status; (2) using registrar data on high school rank, Scholastic Aptitude Test or American College Test scores, and college grade point average; (3) expanding the measure of college satisfaction; (4) adding measures of intra-ethnic networking and friendship patterns on campus; and (5) increasing the sample size of Hispanic and Asian students. The comparisons are broken down by persister status within the major ethnic groups on campus: Asians, American Indians, Blacks, Hispanics, and Whites. A computerized list of students from which the questionnaire samples were drawn was developed. Results indicate there are two different issues, sometimes interrelated. First is the issue of student attrition and the continuing high dropout rates among Blacks, Hispanics, and American Indians on campus. Second is the negative quality of campus life for ethnic minorities and strong feelings of social alienation and dissatisfaction. Satisfaction, openness, and college adjustment are important predictors of persistance among Asian, Black, and White freshmen. Tables are included. Contains 30 references. (SM)

ED 309 730 HE 022 704

Information Technology--Can It All Fit? Proceedings of the Current Issues Forum of the 1988 CAUSE National Conference (Nashville, Tennessee, December 2, 1988). Professional Paper Series, #2.

CAUSE, Boulder, Colo.
SPONS. AGENCY- International Business Machines Corp., Milford, CT. Academic Information Systems.
PUB DATE- 89
AVAILABLE FROM- CAUSE Publications, 737 29th Street, Boulder, CO 80303 ($16.00).
NOTE- 27p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Centralization; Communications; Computer Uses in Education; Higher Education; Information Systems; *Information Technology; Institutional Role; Organization; Organizational Change; Telecommunications

A key issue facing college and university executives is the best way to organize to provide information services to faculty, staff, and students. Three experienced university executives addressed this issue at the forum on information technology described in this document. They looked at the following topics: how their own institution chose to organize for information technology; what factors led them to organize in this manner; their perceptions of the strengths and weaknesses of this particular choice of organization; and advice to other institutions facing a decision about how to organize for information technology. The papers are as follows: "Information Resource Management: Why Centralize?" (Paige Mulhollan); "Information Technology Management: Finding the Right Fit" (Robert Scott); and "Gaining Acceptance for an IRM Program" (Thomas W. West). A transcript of the concluding question-answer session is appended. (SM)

ED 309 731 HE 022 718

Eagle, Eva
Enrollment and Persistance in Postsecondary Education: Expanding Opportunity or Equity Lost?
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 29 Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Access to Education; *College Attendance; College Bound Students; Educational Demand; Educational Finance; Enrollment Influences; *Enrollment Trends; Females; Higher Education; High School Graduates; Low Income; Minority Groups; School Holding Power; Student Costs; Student Improvement; Trend Analysis

Controversy over whether rising college costs or recent federal policies have adversely affected opportunities for postsecondary education, especially among low income and minority students, is noted. A study examined the competing claims that (1) there are enrollment increases among all students (even minorities) and (2) enrollment is far lower for low income and minority students than advantaged groups. Changes in enrollment and persistence for various types of students are described. The study saw the need for a clear analysis of trends in postsecondary education. It took the perspectives that: policy discussions about equity and opportunity must examine the progress of individual students over time; and studies of enrollment are a first step to documenting trends in postsecondary education. Two major sections look at: (1) changes in postsecondary education (immediate enrollment after high school, cumulative enrollment in each year after high school graduation, and total enrollment after 4 years); and (2) changes in persistence in postsecondary education (immediate entry into postsecondary education and entry at four time periods). Each section concludes with a brief examination of multivariate models for enrollment and persistence. It was found that the record of the 1972-82 decade was mixed. The decade had a positive overall trend in postsecondary enrollment, with large increases for all groups between 1972 and 1980. Upward trends were particularly notable for women, minorities, and students of low socioeconomic status. In contrast to this general picture, however, trends in persistence were downward for all types of students. A technical appendix is included. Figures and tables are included. (SM)

ED 309 732   HE 022 768

Entering the Profession: Advice for the Untenured. To Promote Academic Justice and Excellence Series.
National Education Association, Washington, D.C.
PUB DATE- 88
AVAILABLE FROM- National Education Association, Office of Higher Education, 1201 Sixteenth Street, N.W., Washington, DC 20036.
NOTE- 25p.; For related documents, see HE 022 769-770.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Adjunct Faculty; Collective Bargaining; *College Faculty; *Faculty College Relationship; Faculty Handbooks; Higher Education; *Nontenured Faculty; Part Time Faculty; Personnel Selection; Probationary Period; Reference Materials; Tenure

Advice is provided to teachers and scholars entering the academic profession at a college or university. The report reviews the usual standards and practices governing faculty employment in higher education and offers candid suggestions about how untenured faculty members might protect their rights. This information is designed to inform the reader of all rights, offer some advice, and encourage institutions to develop faculty status procedures that promote fairness and equity, thereby contributing to higher morale and quality of life on campus for faculty, administrators, and students. Four sections deal with the following topics: (1) tenure (background and status); (2) the perils of probationary status (prior to appointment, arriving at the new institution, the first year, criteria and procedures for reappointment, notice of non-reappointment (timing, reasons, and appeals), contending with non-reappointment, alleged violations of academic freedom and discrimination, and suspension and termination during dismissal or appeal procedures); (3) part-time, temporary, research, and other types of faculty; and (4) collective bargaining and the untenured. (SM)

Curriculum Reform in Higher Education. The Current Debate and Issues for Faculty. To Promote Academic Justice and Excellence Series.
National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Education Association, Office of Higher Education, 1201 Sixteenth Street, N.W., Washington, DC 20036.
NOTE- 42p.; For related documents, see HE 022 768-770.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Curriculum; *Curriculum Development; Educational Quality; Excellence in Education; *Faculty Development; Higher Education; Position Papers; *Teacher Improvement; Undergraduate Study
IDENTIFIERS- National Education Association

A background for discussion of curriculum reform and some concrete examples of what is occurring in parts of the United States are presented. The current debate over the undergraduate curriculum is reviewed, summarizing the criticisms and key recommendations of the most influential recent reports. State and institutional responses to these reports are reviewed, and key issues for faculty are discussed. Six sections deal with the following topics: context of the current debate; the critiques (i.e., there is no shared vision or purpose, there is poor intellectual integration, there is inadequate depth, and there is not enough attention paid to methods and styles of inquiry); causes of current problems (competition for students, new institutional priorities, and weaker standards); proposed reforms (especially as contained in the Association of American Colleges and National Institute of Education reports); institutional and state responses; and issues for faculty (establishing curriculum priorities, protecting professional prerogatives, reassessing faculty reward systems, and ensuring adequate support for faculty). Seven conclusions include the following: faculty should insist on a primary role in curricular reform; faculty should work to see that good teaching is encouraged, recognized, and rewarded; and faculty should be vigilant in protecting the academic freedom of their colleagues. Two appendices discuss (1) the components of the undergraduate curriculum and (2) the NEA Policy Statement on Curricular Reform. Suggestions on further reading are provided, including the Carnegie Foundation "Trilogy" on the curriculum, the reform reports, including Lynne Cheney's Humanities in America (1988) and a response to Cheney published by the American Council of Learned Societies. (SM)

ED 309 734 IR 013 807

Greenwood, Anita N.; McDevitt, Margaret A.
Multiple Teaching Strategies for Use with an Instructional Telecommunications Network.
PUB DATE- 87
NOTE- 17p.; Paper presented at the Society for Applied Learning Technology (Spring 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *College School Cooperation; *Educational Television; Elementary Secondary Education; Higher Education; Instructional Design; Teacher Effectiveness; *Teaching Methods; Telecommunications; *Telecourses
IDENTIFIERS- *Interactive Television; *University of Lowell Instruct Telecomm Network MA

This paper describes the courses and teaching strategies used for interactive television transmissions emanating from the University of Lowell (Massachusetts) and received by secondary and elementary schools. Five teaching strategies were employed: demonstration, activity-based instruction, team-teaching, discussion, and lecture. The modifications necessary to adapt each strategy for use with the medium are reported. Observation of interactive television lessons has revealed the need for thorough pre-planning on behalf of the instructor and careful consideration of the means by which the medium may enhance the attainment of goals. It is hypothesized that teachers who teach via interactive television will show greater variety in the strategies they employ and increased effectiveness as measured by changes in student

learning outcomes and attitudes. (16 references) (Author/EW)

ED 309 735 IR 013 841

Demery, Marie

Academic Skills Mini-Module Tools for Achieving Success at NSU. Series I: The Role of the Student in Drop Out Intervention.

PUB DATE- 7 Mar 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Dropout Prevention; Dropout Research; Elementary Secondary Education; Higher Education; *Notetaking; *Student Attrition; *Study Skills; *Test Wiseness; *Time Management
IDENTIFIERS- *Goal Setting; Northwestern State University LA; SQ3R Study Formula

This Academic Skills Mini-Module is one of the first documented efforts designed for encouraging students to prevent themselves from dropping out of college. It is also a reflection of research findings which maintain that any methods used to help students to improve their academic performance will also minimize attrition rates. Academic performance is a major factor in college attrition, irrespective of sex and racial origin. For that reason, the Academic Skills Mini-Module has been designed to be used as a workshop, an independent study, and a reference. It consists of 10 components providing information or self-assessment exercises: (1) academic skills; (2) goal-setting; (3) time management; (4) note-taking; (5) SQ3R Study Method (for reading assignments--Survey, Question, Read, Recite, Review); (6) test-taking; (7) summary and self-assessment; (8) dropout prevention checklist; (9) academic skills workshop evaluation/feedback form; and (10) bibliography. The results of a series of tryouts indicate that this mini-module, although created initially for college students, can be modified and used on all educational levels. (GL)

ED 309 736 IR 013 842

Feasibility of an Integrated Expert Video Authoring Workstation for Low-Cost Teacher Produced CBI. SBIR Phase I: Final Report.
IntelliSys, Inc., Syracuse, NY.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Feb 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Disabilities; *Educational Facilities; Expert Systems; Feasibility Studies; Individual Differences; Individualized Instruction; *Interactive Video; *Mainstreaming; *Teacher Developed Materials
IDENTIFIERS- *Workstations

This was Phase I of a three-phased project. This phase of the project investigated the feasibility of a computer-based instruction (CBI) workstation, designed for use by teachers of handicapped students within a school structure. This station is to have as a major feature the ability to produce in-house full-motion video using one of the presently-available video recording devices, such as WORM (Write Once, Read Many) drives, LaserFilm, or interactive video tape. A systematic evaluation of video storage devices was carried out, and resulted in the identification of several acceptable devices around which such a workstation could be designed. Studies of user needs for characteristics of authoring and delivery systems were also undertaken. It was found that expert systems should be incorporated into the design of the workstation to aid the teacher in designing CBI, and also to help in producing the instructional lessons. It was proposed that a new type of CBI be developed to enable the teacher to more easily design lessons structured in ways similar to the way the teacher would deliver the lesson in person. (Author/GL)

ED 309 737 IR 013 843

Parents' Guide to Highly Rated Educational Software. Over Two Hundred Highly Rated Software Programs for Home Education.

Educational Products Information Exchange Inst., Water Mill, NY.

PUB DATE- 88

AVAILABLE FROM- Educational Products Information Exchange (EPIE) Institute, P.O. Box 839, Water Mill, NY 11976 ($5.95).

NOTE- 41p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Elementary Secondary Education; Home Instruction; Microcomputers; Parent Materials; Postsecondary Education; Preschool Education

The guide presents a collection of over 200 microcomputer programs appropriate for home education. All software packages have been evaluated by at least two reviewing agencies using the following criteria: (1) emphasis on user control of the learning process; (2) usable by several age groups; (3) usable for remedial purposes as well as first-time learning; (4) usable on computer systems widely available in homes; and (5) good values for the money. The entries are categorized alphabetically by subject, and, where appropriate, by topic. Subject areas are aviation and space travel, business, comprehensive (programs for all subjects), computers, early learning/preschool, English/language arts, fine arts, foreign language, health, home economics, logic/problem solving, mathematics, reading, science, and social studies. A list is included of names, addresses, and telephone numbers of software publishers whose products are described. A glossary of major terms used in the guide is also provided. (GL)

ED 309 738 IR 013 844

Training the Technical Trainer: Issues and Strategies. Papers Presented at a Workshop (Chiba City, Japan, May 13-23, 1987).

Asian Development Bank, Manila (Philippines).

PUB DATE- 88
AVAILABLE FROM- Information Office, Asian Development Bank, P.O. Box 789, 1099 Manila, Philippines.
NOTE- 329p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Economic Development; Foreign Countries; *Labor Force Development; *Technical Education; Technology Transfer; *Vocational Education; Workshops

In May 1987 a regional workshop was organized in Japan under the technical assistance program of the Asian Development Bank with the collaboration of the Asian and Pacific Skill Development Programme of the International Labour Organisation and the support of the Ministry of Labor of the government of Japan. The workshop addressed the major issues in developing effective technical trainers in the participating countries. The main body of the book incorporates resource papers presented and discussed in the workshop. Three subthemes provide the scheme by which the papers are classified. The first subtheme, Developing the Framework, includes papers that highlight the importance of linking training programs with other national development efforts. The second subtheme, Developing the Systems, discusses principles and practices necessary to develop more effective training systems. Finally, the third and largest part of the book includes papers addressing the subtheme of Developing the Instruments. These papers discuss the various mechanisms successfully used in a number of countries to make the training effort significantly more effective. The last section of the book outlines conclusions and recommendations of the workshop relating to nine areas: (1) training policy; (2) training staff; (3) training curriculum; (4) training materials; (5) training approaches; (6) training standards; (7) training research; (8) regional cooperation; and (9) technical assistance. (GL)

ED 309 739 IR 013 845

Collis, Betty
Assessment of Educational Programs: How Can We Assess "Dynamics and Vision?"
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the International Customer Executive Seminar (La Hulpe, Belgium, March 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Computer Uses in Education; Discovery Processes; Educational Innovation; *Evaluation Methods; *Evaluation Problems; *Evaluation Utilization; *Formative Evaluation; Telecommunications
IDENTIFIERS- *Evaluation Apprehension; *External Evaluation

Apprehension about evaluating the use of computers in schools can be attributed to a variety of reasons, including the claim that evaluation discourages innovation and discovery. Powerful reasons, however, make evaluation at both regional and national levels desirable. By conceiving of evaluation as a formative, on-going process rather than as a summative process, it becomes possible to identify problems in a project from the start, allowing developers to take corrective action. Additionally, formative evaluation can provide generalizable data which may facilitate the implementation of similar projects elsewhere, thus reducing waste of time and money, an important consideration given the public's demand for accountability in education. Formative evaluation contributes to the validation process by making possible the establishment of a broader base of information which can be utilized to more reliably chart change and growth in programs. In fact, it can be a positive, helpful activity rather than a negative, judgmental activity if provision is made for effective communication about the goals of evaluation with staff members; the process is open to the emergence of unanticipated questions and to the discussion of program shortcomings; an external evaluator is employed; a system of regular reporting to program staff is included; and system goals for the use of computers are periodically clarified with program staff. Evaluations incorporating these guidelines are unlikely to stifle the energy and enthusiasm that are so critical in the innovation process. (GL)

ED 309 740 IR 013 846

Collis, Betty; And Others

Gender Differences in Canadian Grade 11 Students' Interactions with Computers: Results of a National Study.

PUB DATE- 5 Jun 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Windsor, Ontario, Canada, June 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equal Education; Foreign Countries; Grade 11; High Schools; *Microcomputers; Models; National Surveys; School Surveys; *Sex Differences; *Student Attitudes; *Use Studies
IDENTIFIERS- *Canada

A nationwide survey of over 3,000 grade 11 students (approximately equal numbers of males and females) representing major urban areas in all ten provinces was undertaken to obtain baseline data on access to and usage of computers in each of three categories--recreational, nonrecreational home usage, and school--and to test a "manifold model" of computer-student interaction in a Canadian context. The impact of gender differences and of usage category differences on the overall system of computer-related attitudes and actions was a particular focus of the study. Regardless of the use to which computers are put, or the location--home or school--in which computers are used, grade 11 females in this sample are less likely than males to be frequent computer users. From a theoretical perspective the study supports a "manifold model" approach that represents the mutual interrelationships between various clusters of variables relevant to a young person's decision to make use of a computer, e.g., access, general and personal attitudes toward computers, social issues and values, computer self-perception, and use and user stereotypes. This model has considerable potential as a framework for subsequent refinements in the study of the relationships between Canadian adolescents and computers. (GL)

Silver, Dorothy Z., Comp.

NovaNET: Basic Skills Lessons for Middle School, High School and Adult Basic Education Students.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
PUB DATE- Jun 88
NOTE- 26p.; For additional materials on NovaNET, see ED 287 465 and ED 288 486.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Networks; Computer Software Reviews; *Courseware; Individualized Instruction; Instructional Design; Junior High Schools; Middle Schools; Secondary Education
IDENTIFIERS- *NovaNET; PLATO; *SYS IV Management System

An overview of the NovaNET Computer System, a time-sharing networking computer system for the delivery of computer-based education, is followed by a description of the SYS IV system, which is used for management and record keeping in mathematics, reading, language arts, and spelling curricula. A description of lesson design features follows, along with data on curricula validation, recommended implementation guidelines, and information on communications and security features of the system. Appendices include information on the scope of the SYS IV curricula for basic skills students; an annotated list of individual lessons available in reading (reading comprehension, pacing, content area reading, and finding the main idea of a passage) and language arts (capitalization, comma rules, contractions, direct objects, double negatives, irregular verbs, paragraph proofreading, possessives, pronoun case, subject recognition, subject-verb agreement, synonyms, antonyms, and verb recognition); and lists of additional lessons useful for basic skills education in the areas of reading, vocabulary, mathematics, and consumer education. (GL)

ED 309 742 IR 013 849

Patterson, Janice, Ed.
Computers and Complex Thinking. May 1986 and October 1986.
National Center on Effective Secondary Schools, Madison, WI.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; High Schools; Microcomputers; *Problem Solving; Videodisks

These two issues of a newsletter address the use of computers in developing complex thinking skills. The first issue, for May 1986, includes articles on: environmental science computer applications; computers and higher order thinking in Mineola, New York; a description of case study research identifying effective uses of computers in developing thinking skills; and a summary of computer education research in science, mathematics, writing and programming. The second issue, for October 1986, includes profiles of microcomputer usage in high schools in Eugene, Oregon, and Philadelphia, Pennsylvania, as well as articles on the use of computer and videodisc technologies to teach thinking skills, a computer network in Maryland schools, and computer databases designed for teacher training at Syracuse University. Both issues include brief reports of computer usage survey results, conference announcements, and software descriptions. (GL)

ED 309 743   IR 013 850

Christ, Frank L.; McLaughlin, Richard C.
Computers in Post-Secondary Developmental Education and Learning Assistance.
PUB DATE- 87
NOTE- 10p.; Paper presented at the Annual Institute for Learning Assistance Professionals (4th, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Managed Instruction; *Computer Peripherals; *Computer Software; Computer Uses in Education; Developmental Disabilities; *Microcomputers; Postsecondary Education; *Technological Advancement

This update on computer technology--as it affects learning assistance directors and developmental education personnel--begins by reporting on new developments and changes that have taken place during the past two years in five areas: (1) hardware (microcomputer systems, low cost PC clones, combination Apple/PC machines, lab computer controllers for instructional management); (2) peripherals (large screen projection, high speed printers, ribbon re-inkers, oversize monitors, printer buffers, modems, mouse alternatives, scanners, mark sensing, hard disk drives, computer equipment security, screen readers for the blind, eye-movement recording systems, and learning center accountability and bar code readers); (3) software (administrative, desktop publishing, multilingual, utilities, test generators, DOS tutorial, public domain, computer viruses and vaccines, printing efficiency software, grammar assistance, software source catalogs, special education and rehabilitation software, educational discounts, higher education 1987 software awards, academic courseware exchange, and a software database); (4) books and periodicals; and (5) professional associations and conferences. Current trends are then discussed, including software rental, software compatibility, computer swap meets, electronic universities, increased computer capacity, and expert systems; names and addresses of selected vendors are included. The paper concludes by describing five challenges presented to post-secondary educators by these innovations: (1) mastering computer technology; (2) networking for professional growth; (3) encouraging the development of imaginative, well-designed and useful educational software; (4) improving software purchasing decisions; and (5) collecting and organizing information for decision-making. (GL)

Development Communication Report 1988/1-4, Nos. 60-63.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.
PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Appropriate Technology; *Computer Simulation; *Developing Nations; *Distance Education; Family Planning; Folk Culture; Foreign Countries; *Health Education; Higher Education; Instructional Design; Mass Media Role; Nonformal Education; Teacher Education
IDENTIFIERS- *Developmental Communication; *Interactive Radio

Four issues of this newsletter focus primarily on the use of communication technologies in developing nations to educate their people. The issues included in this collection are: (1) No. 60 (1988-1), which features articles on the recent emergence of intercountry networks of collaboration (resulting in the sharing of staff, equipment, and consultants to produce local health training materials), the role of the mass media in Nigerian development, conducting surveys, and the utilization of interactive radio for education in rural areas of the Dominican Republic; (2) No. 61 (1988-2), which features articles on the use of computer simulations in educational policy making, traditional theater for family planning in Mali, averting barriers to success when implementing educational radio projects, and the training of health workers in visual communication in Sri Lanka; (3) No. 62 (1988-3), featuring articles on marketing interactive radio instruction to school teachers in Honduras, traditional theater for rural development in Burkina Faso, and puppetry for development in the Philippines; and (4) No. 63 (1988-4), focusing on trends in distance education and also including articles on teacher training and the quality of instructional messages. Reviews of recent publications and announcements of development-related conferences and courses are also provided in each issue. (GL)

ED 309 745 IR 013 852

Dempsey, John V.; Driscoll, Marcy P.
The Effects of Four Methods of Immediate Corrective Feedback on Retention, Discrimination Error, and Feedback Study Time in Computer-Based Instruction.
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Concept Teaching; Discrimination Learning; *Error Patterns; *Feedback; Higher Education; Individualized Instruction; *Instructional Design; *Intermode Differences; Retention (Psychology); Undergraduate Students
IDENTIFIERS- Rule Learning

The effects of four methods of immediate corrective feedback delivered by computer within a question-based concept and rule learning setting were investigated in this study. A second purpose of the study was to probe the complex relationship between types of corrective feedback and the types of errors made by learners. One hundred and fifty-three students enrolled in an undergraduate biology class for nonmajors were randomly assigned to one of four immediate corrective feedback conditions commonly used in computer-based instructional situations. The types of errors made by learners during instruction were analyzed and compared across groups. Dependent variables were achievement on a retention test, feedback study time, on-task achievement, and feedback efficiency. An adaptive design template, the rational set generator, was applied in the design and delivery of instruction. Results indicated the group which received simple knowledge-of-correct-results feedback used significantly less feedback study time and was more efficient than any other condition. Consistent with prior studies, the adaptive design strategy overcame differences in retention which may have been observed with an instructional strategy using a fixed number of interrogatory instances. Learners who made fewer fine discrimination errors during instruction, however, scored higher on a retention test. As expected, a significantly higher number of fine discrimination errors were made on the retention test. An important finding of this study is that almost twice as much feedback study time was consumed for fine discrimination errors across all conditions. Results of data analyses are presented in 10 tables. (37 references) (Author/GL)

ED 309 746   IR 013 853

Mojkowski, Charles

Transforming Curriculum and Instruction with Technology.

PUB DATE- Mar 89
NOTE- 18p.; Paper 2 of the Symposium, Working in a New Paradigm: Technology Applications for Restructuring Schooling. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Curriculum Development; Educational Innovation; *Educational Technology; Elementary Secondary Education; *Instructional Improvement; Learning Strategies; Metacognition; Process Education; Technological Literacy

The incorporation of new technologies into elementary and secondary education must be initiated through reconceptualization of curriculum and instruction; expecting the technology alone to catalyze the transformation is unreasonable and not substantiated by experience. The traditional curriculum improvement process is the best vehicle for bringing computers and related devices--videodiscs, CD-ROM, telecommunications--into the schools. Alliances between curriculum improvement teams and technology resource specialists can best accomplish this desired integration, using a curriculum-driven rather than a technology-driven approach. In nearly every area curriculum improvement follows similar patterns: (1) content/process curriculum balance; (2) integration of learning/study skills; (3) increased attention to thinking in problem-solving skills; and (4) an extended range of instructional strategies. The instructional unit plan is the device for supporting this integrated curriculum. Teachers develop integrated unit plans by blending six ingredients: (1) information and concepts; (2) process skills related to the discipline or subject; (3) thinking and reasoning skills; (4) learning and study skills; (5) technology application skills; and (6) communication skills. A form for an instructional unit plan outline is attached. (11 references) (GL)

ED 309 747 IR 013 854

Timmers, Shannon

Higher Level Distance Education and the Needs of Developing Countries.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 13 Aug 88
NOTE- 87p.; A Briefing Paper for a UNESCO-ICDE (United Nations Educational, Scientific, and Cultural Organization/International Council for Distance Education) Round Table (Oslo, Norway, August 13, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; *Cooperative Programs; *Developing Nations; *Distance Education; Educational Trends; Foreign Countries; Higher Education; Human Resources; *Information Needs; *Information Networks; Institutional Cooperation; International Cooperation; Open Universities; Professional Development; Telecommunications

This briefing paper addresses two questions: What are current trends in higher level distance education? and What recommendations for action have emerged from recent distance education meetings and from the literature? To identify trends, five broad areas of evolution within the field of distance education were identified: institutions; associations; collaboration; applications of technology; and databases and information networking. Recent trends include: (1) a continuing expansion of higher level distance education through establishment of new open universities and other programs; (2) greater inter-institutional and international collaboration facilitated by technology; (3) increased sharing of expertise among developing countries and among developed and developing countries; and (4) an increasing emphasis on strengthening local skills. Recommendations for action in distance education highlight the importance of three components: (1) training (creation of mechanisms, systems, and materials for training in a range of distance education operations, including planning, management, design, development, production, delivery, support, and research and evaluation); (2) information (establishment of a global network to collect, disseminate, and systematize information on all aspects of distance education); and (3) collaboration (development of systems for sharing distance learning materials and for collaborative development projects). An extensive list of references is provided. (GL)

ED 309 748 IR 013 856

Copeland, Peter
Interactive Video: Meeting the Ford Challenge.
PUB DATE- May 88
NOTE- 6p.; Paper presented at the CBI Fast Forward Conference (May 18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; Courseware; *Industrial Training; *Interactive Video; *Job Training; Postsecondary Education; *Quality Control; Videodisks
IDENTIFIERS- *Quality Assurance

Many companies using Statistical Process Control (SPC) in their manufacturing processes have found that, despite the training difficulties presented by the technique, the rewards of successful SPC include increased productivity, quality, and market leadership. The Ford Motor Company has developed its SPC training with interactive video, which provides a variety of message systems via a single medium, including moving pictures, static pictures, text, diagrams, and sound, all with the opportunity for interaction. Experiments with interactive video training in the United States and the United Kingdom have confirmed its effectiveness and that trainees enjoy using it. Ford commissioned the development of an interactive video course on SPC and recommended its use to its supplier companies for training its personnel, from middle management to shop floor operators. In this video, live drama with question and answer sequences is complemented with graphic animation and interactive simulations. Ford commissioned the Council for Educational Skills Training to investigate the effectiveness of and user response to the first two disks. Most of the participants' responses to a questionnaire and follow-up interview indicated strong positive feelings about the program, and comparison of pre- and posttest results indicated a significant learning gain in most cases. The volume of sales of the SPC course to both Ford suppliers and non-suppliers provides further evidence of the success of the course. The results demonstrate the potential of interactive video for improving training for applications as complex as SPC. (16 references) (GL)

Copeland, Peter
What Makes Good IV?
PUB DATE- Dec 88
NOTE- 8p.; Paper presented at the Annual Interactive '88 Conference (Brighton, England, December 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; *Evaluation Criteria; Evaluation Methods; Instructional Design; *Interactive Video

The various criteria upon which interactive video courseware can be judged are outlined. The criteria relate to the critical areas of program usage, content, interactivity, production, presentation, design, and programming. The mnemonic HICUPPP is introduced to describe seven key areas that categorize criteria which can be used to evaluate interactive video programs: (1) How to use the program; (2) Information about the program; (3) Content of the program; (4) User involvement, control, and support; (5) Presentation; (6) Product design; and (7) Programming. Each of these criteria is examined in some detail and their relative importance is discussed. (GL)

ED 309 750 IR 013 858

1988-2000 Long-Range Plan for Technology of the Texas State Board of Education.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

PUB DATE- Dec 88
AVAILABLE FROM- Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494 (first copy free; all others $5.00 per copy).
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Courseware; Distance Education; *Educational Planning; *Educational Technology;

Elementary Secondary Education; Labor Force Development; Long Range Planning; *Program Implementation; *Statewide Planning; Telecommunications
IDENTIFIERS- Workstations

This plan plots the course for meeting educational needs in Texas through such technologies as computer-based systems, devices for storage and retrieval of massive amounts of information, telecommunications for audio, video, and information sharing, and other electronic media devised by the year 2000 that can help meet the instructional and productivity needs of public education. First, the economic status of the state is outlined, a rationale for the incorporation of technology into the schools is given, and the potential benefits of technology and its expected impact on teaching, learning, curriculum, management, and facilities are reviewed. Objectives and requirements are presented in tabular form for student workstations, teacher workstation modules, administrator workstations, open-access learning centers, and telecommunications centers. An action plan for technology integration is then described which focuses on the priority areas of classroom instruction, instructional management, distance learning, and communications. Implementation of the plan is discussed in terms of hardware procurement and purchase, courseware adoption and provision, training and certification of teachers, instructional delivery systems, and research and development. Calendars are also provided for three phases of implementation--1988-89 through 1991-92; 1992-93 through 1995-96; and 1996-97 through 1999-2000. Budget requests to the state legislature for incorporating technology into public education complete the main body of the report. A four-page reference list is included. (GL)

ED 309 751 IR 013 859

Petrie, Joyce; And Others
Educational Media for Handicapped Students in Regular K-12 Schools (Media and Mainstreaming Project). Interim Report.
Portland State Univ., Oreg. School of Education.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- Sep 79
NOTE- 294p.; For a related manual, see IR 013 860; for a related annotated bibliography and resource list, see ED 190 130.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Disabilities; *Educational Media; *Educational Resources; Elementary Secondary Education; *Learning Resources Centers; Library Collections; Library Instruction; Library Services; *Mainstreaming; *Media Specialists; Models; Needs Assessment; Questionnaires
IDENTIFIERS- Education for All Handicapped Children Act

Phase I of this project focused on the media-related needs of handicapped students being mainstreamed into regular K-12 school programs. The emphasis was on how the school library media specialist can use, adapt, or supplement the components of the media center to meet those needs. These components encompass a media program of services and instruction which make the facility, equipment, and collection accessible to the entire school community through the design and management of a professional media staff. To this end an operational model, guidelines, and assessment guide have been developed for use by media personnel in meeting the mandates of P.L. 94-142 (The Education for All Handicapped Children Act). These materials will be field-tested during Phase II of the project. An extensive review of the literature was conducted which showed little in the way of field-tested, comprehensive materials on all aspects of a media program in relation to all handicapping conditions. The products of this project are designed to fill this gap. The major product of Phase I of the project is the manual entitled "Mainstreaming in the Media Center: A Manual for Media Specialists." This manual, which is included in this report as Appendix A and makes up the major part of the document, consists of the operational model, the guidelines, and an assessment guide for use by school library media personnel in meeting the needs of mainstreamed handicapped students. An extensive list of resources is also provided. (20 references) (Author/BBM)

ED 309 752 IR 013 863

Smith, Gary R.
Preservice Teachers Use Authoring System To Create Interactive Videodisc Instruction.
PUB DATE- Sep 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Earth Science; Elementary Secondary Education; Higher Education; *Instructional Design; *Interactive Video; Learning Modules; Microcomputers; Preservice Teacher Education; Questioning Techniques; *Student Developed Materials; *Videodisks

This report describes the interactive structure and questioning patterns used by 20 preservice teachers using Smith's AUTHOR system to create interactive videodisc modules on earth science topics. Results indicate three forms of questioning were used, although multiple-choice questions were used two-thirds of the time. Interaction was defined in terms of presentation of information and asking questions. Presentation of information occurred through text on the screen of the microcomputer and single frames or movie clips shown on the videodisc monitor. Multiple-choice and essay-type questions were used by the student authors to call for overt interaction by pupils using the programs. Supporting data are presented in two tables and four figures. (26 references) (Author/BBM)

ED 309 753 IR 013 864

Sepstrup, Preben
Transnationalization of Television in West Europe. Working Paper No. 13.
Aarhus School of Business Administration & Economics (Denmark).
PUB DATE- Dec 88
AVAILABLE FROM- Department of Marketing, Aarhus School of Business Administration & Economics, Ryhavevej 8, DK-8210 Aarhus V, Denmark (free).
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Cable Television; Communications Satellites; *Culture Contact; Foreign Countries; Imperialism; *Information Technology; *Information Transfer; Mass Media; *Mass Media Effects; Media Research; *Public Television; Tables (Data); Telecommunications; Television Research
IDENTIFIERS- *Europe (West); *Media Imperialism; Transborder Information Flow

Based primarily on data from public service broadcasting, this study had two major purposes: to develop a framework for understanding, conceptualizing, and measuring international television flows and the effects associated with these flows; and to establish a background of facts on international television flows in Western Europe. Secondary purposes include an evaluation of the "media imperialism" thesis as an explanation of the patterns of flow that can be observed; and an investigation of the validity of researchers' and politicians' claims that the United States dominates Western European television. The first of five chapters in the report describes the purposes of the study and provides a review of earlier research. The second chapter outlines the conceptual framework of the study and describes transnationalization of supply and consumption of television broadcasting. Addressing the second major purpose of the study, the third chapter provides data on transnationalization of television in Europe. Discussions of the media imperialism thesis and both positive and negative effects of transnationalization are presented in the fifth chapter. The final chapter outlines policy and research implications of the study. The report includes 28 tables, an extensive list of references, and three appendixes which include a review of the empirical research on which the study is based and the absolute data from which the tables were derived. (GL)

ED 309 754 IR 013 912

Bell, James D.; And Others
The Impact of Personal Computers on Management Attitude and
  Productivity at a Large Domestically-Based Defense Contractor.
PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Western
  Decision Sciences Institutes (18th, Monterey, CA, March 22-24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Manufacturing Industry;
  *Microcomputers; *Opinions; *Productivity; Surveys; Technological
  Advancement
IDENTIFIERS- *Defense Contracts

A study designed to measure the impact of personal computer use on the productivity of managers was conducted in 1988 at a defense contractor's facility in Austin, Texas. A survey instrument of 20 questions designed to determine managers' perceptions of the impact of personal computers on their job performance was distributed to all 160 managers and directors of the company, and 91 questionnaires were returned (56.8% response rate). Analyses of the responses indicated that the personal computer was felt to be a valuable managerial tool, and that personal computers and their utilization rates exhibited a moderate amount of dependency upon them in certain areas. Recommendations based on these findings include encouraging the use of personal computers at all management levels, including non-engineering/non-technical areas; continuing the current incentive program to subsidize the purchase of personal computers by employees; and implementing an in-house training program in the use of computers. In addition, this study is proposed as a model for future research in this area, particularly for projects including more than one kind of company. (8 references) (CGD)

ED 309 755 IR 013 913

Plomp, Tjeerd

Integration of Computers in Education: A Curriculum Perspective.
PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the European Conference on Information Technology in Education (EURIT) 88 Conference (Laussanne, Switzerland, July 25-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Computer Assisted Instruction; Courseware; *Curriculum Development; Instructional Innovation; *Learning Processes; *Media Selection; Models; Teacher Attitudes; *User Needs (Information)

This discussion of a major problem area in education--the curricular and implementation aspects of the application of the computer or new information technologies--focuses first on the use and integration of computers in existing courses or subjects in the curriculum, and defines some key terms. The next section considers issues in the implementation of educational innovations: (1) how to involve the large group of non-using teachers in the integration of computers in the school's curricula; (2) how to integrate the computer into the formal curriculum, including evaluating the quality of educational software; (3) how to integrate computers into the operational curriculum, including teacher-learning activities such as selection of software and unanticipated problems with teachers' existing instructional roles; and (4) relation to curriculum implementation from the teachers' perspective--e.g., instrumentality, congruence, and cost--and the innovation perspective--e.g., clarity, complexity, consensus and conflict, and quality and practicality of innovation products. The question of whether the computer is an adequate instructional medium is then considered by examining models of both the learning process and the instructional process. It is noted that within each instructional function the teacher can choose instructional methods and media from an array of combinations. A final section explores the issue of how to design educational software in such a way that a teacher will be able to use it in his/her operational curriculum in the way intended by the developer. (47 references) (CGD)

ED 309 756 IR 013 917

Fletcher, J. D.
Artificial Intelligence in Education and Training: The Promise and the Reality.
PUB DATE- Oct 88

NOTE- 7p.; In: Combined Conference Proceedings: Applications of Artificial Intelligence and CD-ROM in Education and Training (3rd, Warrenton, VA, October 28-30, 1987; 4th, Warrenton, VA, October 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; Computer Assisted Instruction; Expert Systems; Instructional Design; Military Training; Postsecondary Education
IDENTIFIERS- *Generative Processes; *Intelligent Tutoring Systems; Learning Environment

An intelligent tutoring system (ITS) must: (1) represent the relevant knowledge domain; (2) represent the student's state of knowledge of the subject matter; (3) represent an expert tutor; and (4) communicate with the student. Such systems reflect a cognitive orientation or information structure oriented (ISO) approach to instructional design. In this framework, instruction involves creating environments in which students are encouraged to construct and modify their own models of the world. The distinguishing characteristic of intelligent tutoring systems is their generative capability, i.e., their capability to construct a model of the student's unique construction of the subject matter and to generate the instructional interactions that will improve the student's model. A review of nine intelligent tutoring systems developed for a military instruction indicates that: (1) since none of the systems contain the four basic elements of an intelligent tutoring system, there are no true intelligent tutoring systems; (2) systematic research and development to determine whether intelligent tutoring systems teach or how they teach is absent; (3) the development of ITS to date has lacked adequate empirical study and scholarship; and (4) intelligent tutoring systems remain the most promising area available for achieving a breakthrough in instruction. (28 references) (GL)

ED 309 757 IR 013 918

Fletcher. J. D.
Cost and Effectiveness of Computer Based Training.
PUB DATE- 87
NOTE- 5p.; Paper presented at the Conference on IEEE Systems Man and Cybernetics (New York, NY, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Cost Effectiveness; *Cost Estimates; Evaluation Methods; Job Training; Military Training

The methodology and results of cost-effectiveness evaluations of computer based instruction used in military training are discussed. Methodological issues center on decisions about what cost elements and what effectiveness measures should be included, and how they should be combined. Preliminary results suggest that, in general, computer based instruction costs about 28% less per unit of effectiveness than do conventional approaches to instruction. (8 references) (Author/GL)

ED 309 758 IR 013 919

Orlansky, Jesse
The Cost-Effectiveness of Military Training.
PUB DATE- Jan 85
NOTE- 48p.; Paper presented at the Symposium on Military Value and Cost-Effectiveness of Training (Brussels, Belgium, January 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Simulation; *Cost Effectiveness; Evaluation Methods; Information Technology; Input Output Analysis; Instructional Effectiveness; Intermode Differences; Military Training; Postsecondary Education

Flight simulators, computer-based instruction (including both computer-assisted and computer-managed instruction), and maintenance training simulators are as effective, when used for training, as aircraft, conventional classroom instruction, and actual equipment, respectively. Data from about 100 studies are reported to support this finding. These methods of instruction save student time, investment, and operating costs except that credible cost data are not available for computer-based instruction. These findings apply primarily to training at schools. Much less is known about the transfer of training from school to job, except for the effective transfer of skills from flight simulators to aircraft. Little has been done to determine trade-offs between optimum combinations of effectiveness and cost. (25 figures and 20 references) (Author/GL)

ED 309 759　　　　　　　　　　IR 013 925

Winterhoff-Spurk, Peter
Cultivation Effects: Television and Foreign Countries.
PUB DATE- Aug 88
NOTE- 19p.; Paper presented at the International Council of Psychologists (Singapore, August 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Structures; Cognitive Style; Cultural Awareness; Foreign Countries; High Schools; High School Students; *Mass Media Effects; Psychological Studies; Questionnaires; *Schemata (Cognition); *Television Research; *Television Viewing
IDENTIFIERS- McLuhan (Marshall); University of Saarland (West Germany)

This test of Marshall McLuhan's claim that increased exposure to television will develop a perception of the world as a "global village" used estimation of cognitive distance as an operational definition of the global village concept. The first phase of the study tested the hypothesis that "heavy" television viewers' estimates of cognitive distances between foreign cities would be smaller than estimates made by "light" television viewers. Based on their television diaries, 76 German high school students were classified as "heavy," "medium," or "light" viewers and asked to estimate the distance from their home town to three clusters of cities. Contrary to the global village hypothesis, heavy viewers produced the largest estimates of cognitive distance. In the second phase, students were grouped according to the amount of time they spent viewing news and political magazines and their viewing intensity. It was found that the level of intensity of viewing had a significant effect on the subjects' estimation of cognitive distance--i.e., high intensity viewers made lower estimates as they became more familiar with the foreign cities--while the amount of viewing time did not. To further test the "global village" hypothesis, in the final phase of the study a class of 16 students exchanged video letters about their school, home town, and daily activities with American students. When a questionnaire to determine level of prejudice toward Americans was administered to this and a control group, an increased positive attitude toward Americans was observed among the members of the video exchange group, but not the control group. (7 tables, 14 references) (GL)

ED 309 760 IR 013 926

Wise, Steven L.; Kutish, Gerald W.
Data Desk Professional: Statistical Analysis for the Macintosh.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Computer Software Reviews; *Microcomputers; *Statistical Analysis
IDENTIFIERS- Apple Macintosh; Data Desk Professional; *Exploratory Data Analysis

This review of Data Desk Professional, a statistical software package for Macintosh microcomputers, includes information on: (1) cost and the amount and allocation of memory; (2) usability (documentation quality, ease of use); (3) running programs; (4) program output (quality of graphics); (5) accuracy; and (6) user services. In conclusion, it is noted that the program is oriented toward an exploratory data analysis (EDA) approach, which encourages an open-ended analysis of data, and that the user is able to examine a data file in a very flexible and thorough fashion. In terms of traditional statistical analysis, however, Data Desk has a number of clear deficiencies, in that some of the programs are inflexible and incomplete. (GL)

ED 309 761 IR 013 927

Jares, Terry
Delivery of Hardware for Syracuse University Faculty Loaner Program.
PUB DATE- 28 Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the International Association of Computing in Education (San Francisco, CA, March 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Centers; *Computer Peripherals; *Computer Software; Educational Facilities; *Facility Inventory; Higher Education; *Microcomputers; *Property Accounting; *Resource Centers
IDENTIFIERS- *Computer Services; Faculty Assistance Computing Education Services NY; Syracuse University NY

This paper describes the Faculty Assistance and Computing Education Services (FACES) loaner program at Syracuse University and the method used by FACES staff to deliver and keep track of hardware, software, and documentation. The roles of the various people involved in the program are briefly discussed, i.e., the administrator, who handles the loaner queue, and the staff, who handle details and record keeping. The recordkeeping process is outlined; the software and hardware that are available through the program are listed; the instruction and support for all hardware and software that are provided by FACES staff are described; the importance of support from top management is noted; and some approximate costs of the program are provided. Samples of equipment assignment forms and loan agreements are appended. (GL)

ED 309 762 IR 013 939

Swan, Karen
Programming Objects To Think With: Logo and the Teaching and Learning of Problem Solving.
PUB DATE- Mar 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Hypothesis Testing; *Instructional Design; Intermediate Grades; *Intermode Differences; Models; Pretests Posttests; *Problem Solving; *Programing; Programing Languages; *Skill Development; Transfer of Training
IDENTIFIERS- *Logo Programing Language

Unfortunately, much of the research devoted to Logo and problem solving has not supported the claim that Logo provides an environment in which children will develop problem solving skills, but the literature suggests that direct instruction and mediated Logo programming practice can result in the acquisition and transfer of certain problem solving abilities. The research reported in this paper was designed to test such an hypothesis by differentiating between interventions combining direct instruction and mediated practice and discovery learning approaches, and with assessing the importance of programming within that model. Subjects were 100 students in the fourth through the sixth grades who had all had at least one year (30 hours) of prior experience programming in Logo. All subjects were pretested on their ability to solve problems requiring the use of each of the five problem solving strategies under investigation, and randomly assigned by grade to one of three treatment conditions--a Logo graphics condition, a cut-paper manipulative condition, or a discovery learning, Logo projects condition. Results reveal that the model can indeed support the acquisition and transfer of four problem solving strategies--subgoals formation, forward chaining, systematic trial and error, and analogy--whereas neither discovery learning in a Logo environment nor direct instruction with concrete manipulatives practice can accomplish that. Indications are that the model can support the teaching and learning of alternative representation strategies as well. The findings support claims for the efficacy of Logo as a medium conducive to the teaching and learning of problem solving, and argue for the use of knowledge-based instructional design and computing environments in the creation of problem solving interventions. (33 references) (Author/BBM)

ED 309 763 IR 013 940

Swan, Karen; And Others

Honing in on the Target: Who among the Educationally Disadvantaged Benefits Most from What CBI?

PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Analysis of Covariance; *Computer Assisted Instruction; *Educationally Disadvantaged; Elementary Secondary Education; *Instructional Effectiveness; *Remedial Mathematics; *Remedial Reading; Tables (Data)

The research reported in this paper investigated the efficacy of the use of comprehensive computer-based instruction (CBI) for providing basic skills remediation to educationally disadvantaged student populations. Thirteen CBI programs placed in 26 elementary and secondary schools throughout the New York City school system were evaluated during the 1987-88 school year. Results reveal that CBI programs can indeed be an effective means for delivering such instruction, that they can be as effective in providing instruction in reading as they are in providing mathematics instruction to educationally disadvantaged students, and that within that population an inverse relationship exists between instructional level and achievement gains resulting from involvement with CBI. The differential effectiveness of differing programs was also suggested in the findings. Interviews with participating students and teachers indicate that four features of CBI make it particularly useful to educationally disadvantaged students-- CBI is perceived by students as less threatening than traditional classroom instruction, it provides extensive drill and practice exercises, it typically provides individualized diagnostics, and CBI programs provide students with greater academic support. Results of data analyses are reported in 18 tables. (14 references) (Author)

ED 309 764 IR 013 949

Buchanan, Harriette C.
Videotutoring at Appalachian State University.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Biology; *Closed Circuit Television; Higher Education; History; Mathematics Instruction; *Review (Reexamination); Student Attitudes; *Videotape Recordings
IDENTIFIERS- *Appalachian State University NC; *High Risk Courses

Initiated in early 1986, the Videotutoring Program at Appalachian State University, Boone (North Carolina), has proved to be a valuable tool for instructors in certain high risk courses (such as biology, history, and mathematics) for providing supplementary tutorial assistance for their students. The program was developed and is coordinated by the Learning Assistance Program and is funded by the Faculty Development and Instructional Services Center at Appalachian. As it currently functions, the program enables instructors to tape test review sessions which are broadcast live, and then later rebroadcast at other times on Appalachian's closed circuit cable system. Plans are under way to broaden the scope of the program to include taping material to supplement "difficult concepts" that need more coverage than the instructor can fit into the course syllabus. Students have responded positively to this instructional assistance, reporting that they feel better about the course and the instructor. Their performance in the course tends to improve, sometimes by as much as one letter grade. Comments from five individual faculty members using videotutoring are attached. (5 references) (Author)

ED 309 765 IR 014 134

Nieminen, Gayla; And Others

Computers in Education. Hinsdale District #181. May 1986. A 1986-87 Update.

Institute for Educational Research, Glen Ellyn, IL.
PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Educational Research; Elementary Secondary Education; *Language Arts; Literature Reviews; *Mathematics Curriculum; *Microcomputers; National Surveys; School Districts; School Surveys; Word Processing

This two reviews of the literature on computer-assisted instruction (CAI) are intended to provide a general outline of the major issues involved in the use of computers in education. The 1986 review focuses on definitions, computer usage, achievement gains, staff development, and trends, while the 1986-87 update focuses in particular on the results of the Second National Survey of Instructional Uses of School Computers. (Conducted by Henry Jay Becker, this large-scale study of computer use, teacher attitudes, and educational outcomes, provides information on patterns of computer use and effectiveness in U.S. schools.) The update also describes several programs that have shown learning results from the use of CAI, cost effectiveness data, suggestions for implementation, and future trends. The 1986 report is supplemented by several graphs, and charts and references are provided. The 1986-87 update includes as an appendix a checklist for monitoring instructional use of computers that was developed by Marilyn Coe. (83 references) (EW)

ED 309 766 IR 052 737

Preserving Knowledge: The Case for Alkaline Paper. ARL Briefing Package Number 3.

Association of Research Libraries, Washington, D.C.

PUB DATE- Nov 88
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($7.00).
NOTE- 85p.; Some reprints may not reproduce well.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Cultural Background; Medical Libraries; *Paper (Material); *Preservation; *Printing; Research Libraries
IDENTIFIERS- *Acid Free Paper; *Paper Deterioration; Resolutions

This briefing package consists of a compilation of over 15 papers, fact sheets, and other materials focusing on the use of acid-free papers in books and other publications. The document contains the following: Executive Summary and List of Contents; Some Frequently Asked Questions; "Paper Preservation in Library Collections: Basic Information. Terminology"; "Preservation of Libraries and Archives" (C. J. Shahani and W. K. Wilson), American Scientist, May/June 1987, p. 240-251; "U.S. Promotes the Manufacture and Use of Permanent Paper," International Preservation News, January 1988, p. 1-3; "Why GPO Should Use Alkaline Paper" (L. Nainis, and others), Documents to the People, March 1988, p. 38-41; "The Use of Permanent Paper for Biomedical Literature," National Library of Medicine; "American Library Association (ALA) Resolution on Use of Permanent Paper in Books and Other Publications"; Alkaline Papermaking at Simpson-Plainwell Paper Co. (G. Lawton), Alkaline Paper Advocate, October 1988, p. 36-40; "Manufacturers of Permanent Paper" and "Companies Making Alkaline or Neutral Paper"; "Making Books That Will Last, A Call for Authors To Join the Campaign for Acid-Free Paper (B. Goldsmith), Authors Guild Bulletin, Winter 1988, p. 34-35; "AAUP Members Firmly Committed to Permanent Paper"; "To Establish a National Policy on Permanent Paper" (S.J. Res. 57), February 8, 1989; Congressional Record Articles on S.J. Res. 57; "Report and Recommendations to the General Assembly from the Committee on Alkaline Paper of the Connecticut Preservation Task Force" (Connecticut State Library); and Miscellaneous Fact Sheets (Association of Research Libraries, National Humanities Alliance, Commission on Preservation and Access). (CGD)

ED 309 767 IR 052 800

Dawson, Alma; And Others
Development of a Core Library Collection for Library Automation.
Louisiana State Univ., Baton Rouge. Library School.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Mar 89
NOTE- 213p.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Bibliographic Databases; *Bibliometrics; Correlation; Higher Education; *Library Automation; Library Collections; *Library Education; Library Surveys; Online Searching; *Opinions; Periodicals; *Reference Materials
IDENTIFIERS- *Core Collections; Louisiana State University; Monographs; *Ranking

This project was undertaken to develop a methodology for identifying a core literature collection to support a comprehensive, multi-faceted program for the education of library computer systems specialists. The objectives of the study were to create a set of ranked lists of relevant monographs and serials, and to develop a reliable strategy for continually updating the lists. Data were gathered from two principal sources: (1) numeric data from searches of online databases for use as objective and bibliometric indicators of the relative contribution and value of individual serials and monographs; and (2) a questionnaire distributed to 120 library and information science librarians and faculty as a means of gathering expert opinion. The questionnaire included requests for required textbooks, lists of recommended readings, and library reserve lists. Databases which were searched included ERIC, Library Literature, Library and Information Science Abstracts, INSPEC, and Information Science Abstracts. Serials identified by computer searching were ranked by their frequencies in a decreasing order of contribution. Monographs were identified by searching Book Review Index, the OCLC online union catalog, and the databases listed above. The resulting lists were then compared with the lists of the 10 most important journals and monographs in library automation education submitted by the 42 respondents to the questionnaire. This report includes the final report of the project together with the extensive bibliographies of journal articles and monographs that were generated by the project. It is noted that the bibliographies, which list items in alphabetical order by the author's name, have received minimal editing and verification, and that no indexing is provided. (BBM)

Levinson, Paul
Intelligent Writing: The Electronic Liberation of Text.
PUB DATE- 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (155th, San Francisco, CA, January 16, 1989).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Books; Delivery Systems; *Electronic Publishing; *Information Dissemination; Liberal Arts; Microcomputers; Publishing Industry; Scientific Literacy; *Word Processing; Writing Processes
IDENTIFIERS- *Hypermedia

The problem of disseminating scientific and humanistic knowledge to all segments of the population has thus far been explored in terms of socioeconomic and pedagogical impediments to science and liberal arts literacy. This paper seeks to recast this problem as a consequence of "book technology," and in particular explores how books and their service structures in bookstores, libraries, and universities work to segment and isolate knowledge from members of the population. In this context, the introduction of electronic text, with its capacity for instant transmissability across large distances, infinite duplicability, permanent storage, interactivity, modifiability, and "hypertext" instant cross-referencing, is scrutinized in three related environments for the new possibilities it holds for literacy: (1) word processing, (2) hypertext, and (3) hypermedia. (36 notes/references) (BBM)

ED 309 769 IR 052 802

Jamison, Martin
Library Circulation of ERIC Microfiche Documents and Portable Viewers.
PUB DATE- Jan 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Circulation; *Library Services; *Microfiche; *Microform Readers; Opinions; Policy; Questionnaires; Surveys; *Users (Information); Use Studies
IDENTIFIERS- *ERIC

Two surveys were conducted: (1) one of 78 ERIC document users at Ohio State University to gather data on how they find and use the ERIC documents and their attitudes toward the library's lending policy; and (2) one of 218 academic libraries with ERIC microfiche collections to obtain information on their patrons' access to and use of ERIC documents. The 179 responses received from libraries indicated that, although most institutions do not lend ERIC microfiche and viewers, the majority of those that do experienced no serious problems with the practice. Of the 43 library users who completed the questionnaire, nearly half reported that they attempted to find paper copies of the ERIC microfiche documents before using the microfiche, and 51% of them also charged out a viewer, while 32% planned to use a viewer elsewhere, four intended to copy their documents on a reader-printer elsewhere, and three owned their own viewers. Searching ERIC on CD-ROM was the most cited source of references, followed by the library system's online catalog. Nearly all of the respondents felt that the process for gathering references and locating ERIC microfiche was simple and understandable, and two-thirds of them reported that the library policy was suitable for their purposes. Additional information on the library survey provided in this report includes loan periods and annual circulation rates for both microfiche and viewers; number of microfiche that can be charged out; user access to ERIC files; amounts of in-house equipment; and problems encountered. Copies of the two questionnaires are appended. (BBM)

ED 309 770 IR 052 818

Chartrand, Robert L.
Information Technology in Our Time: Selected References. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 9 Oct 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Business; Computers; Futures (of Society); *Information Systems; *Information Technology; International Relations; *Legislators; Microcomputers; Microforms; *Periodicals; Public Administration; *Reference Materials; *Systems Approach; Telecommunications; Video Equipment
IDENTIFIERS- *Information Policy; Privatization

This bibliography is intended to provide carefully chosen materials that may be of aid to legislators, staff professionals, and the general public in obtaining some insight into the realm of information technology and systems, including computers, telecommunications, microform systems, audio and video devices, and the so-called "analytical approach." The bibliographic items listed comprise both "classics" in this field and publications of more recent vintage, as well as reference materials and general periodicals dealing with these topics. Citations are listed under nine headings: (1) Information Technology Tools and Techniques; (2) Information Technology and Governmental Management; (3) Information Technology and the Legislator; (4) Information Technology and Business; (5) Information Technology and Society; (6) Information Technology and International Activities; (7) Information Technology and the Future; (8) Information Technology Bibliographies, Encyclopedias, Thesauri, Dictionaries, and Directories; and (9) Information Technology Periodicals. Numerous official hearings, reports, and committee prints are listed, and highlighted topics include such problem areas as the right to privacy, research and development reporting, information access and policy, and legislator reliance on information services. Library of Congress call numbers are provided for items for which they are available. (BBM)

ED 309 771 IR 052 824

Parrish, Marilyn M.
Analysis of Graduate Student Research at Bowling Green State University.
PUB DATE- 16 Mar 89
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Course Descriptions; Faculty Advisers; *Graduate Students; Higher Education; *Information Needs; Information Seeking; Interviews; Library Research; *Library Skills; Questionnaires; Student Records; Surveys; Tables (Data); Theses
IDENTIFIERS- *Bowling Green State University OH

Conducted at Bowling Green State University (BGSU) to obtain a better understanding of the research environment in which graduate students function and their particular information needs, this study used a multi-methods approach which included analyses of library and graduate college data; interviews with graduate advisors of selected departments; a study of the syllabi of graduate courses; and a questionnaire sent to all graduate students (over 2,000). Examination of the data revealed that the graduate students at BGSU come from many different undergraduate institutions and are pursuing research in a wide range of subjects, many of them interdisciplinary. Most graduate students have to write at least one research paper each semester, and critical thinking, reading and writing well, and the application of their studies to real world problems are expected in most of their programs. Although most students have had prior experience with library research, they encountered difficulties with many parts of the research process and both graduate students and faculty needed more information about the library services available to them at BGSU. The vast majority of the students work at least part time and report problems with both time management and access to materials. The latter could be partially alleviated if each department and campus office frequented by graduate students had a terminal set up to access the library's online catalog (LS/2). An integrated reference/bibliographic network would also greatly aid graduate students and faculty in their efforts to conduct significant and timely research. Supporting data and a copy of the questionnaire are appended. (34 references) (BBM)

Riddle, Wayne Clifton
Federal Assistance to Libraries. Current Programs and Issues. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 22 Mar 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Categorical Aid; Elementary Secondary Education; Endowment Funds; *Federal Aid; *Federal Legislation; Federal Programs; *Financial Support; Government Role; Grants; Higher Education; *Public Libraries; *School Libraries
IDENTIFIERS- Bush Administration; Department of Education; National Commission Libraries Information Science; National Endowment for the Humanities; White House Conference Library Info Services

This report provides background information on federal programs that have historically provided financial or material assistance to public, school, and college libraries. Programs and activities included are: (1) Federal Library Grant Programs; (2) Other Forms of Department of Education Activity Affecting Public Libraries; (3) Aid to College Libraries under the Higher Education Act; (4) Administration Proposal for Reauthorization of Library Assistance Legislation; (5) Aid to Elementary and Secondary School Libraries under Chapter 2, Title I, of the Elementary and Secondary Education Act; (6) Grants to Libraries by the National Endowment for the Humanities; (7) The National Commission on Libraries and Information Science; (8) Past, and Authorized Future, White House Conference on Library and Information Services; and (9) Assistance to Libraries Provided by the Library of Congress and Other Federal Libraries. Each section evaluates the funding sources and discusses related key issues. An appended table summarizes information about fiscal year 1990 and 1989 funding for selected library assistance programs. (SD)

ED 309 773 IR 052 832

Beam, Paul; Huntley, Frank
"M" to "Moonless": Lexical Databases in Development.
PUB DATE- Jul 87
NOTE- 13p.; Paper presented at the International Conference on Data Bases in the Humanities and Social Sciences (July 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computer System Design; *Databases; Dictionaries; English Literature; Foreign Countries; Higher Education; *Information Retrieval; *Lexicography; *Online Systems; Research Tools
IDENTIFIERS- *New Oxford English Dictionary; University of Waterloo (Ontario)

This paper describes the characteristics of lexicographic software programs used in a module on Alexander Pope's "The Rape of the Lock," a major component of a course on computer-assisted learning (CAL) at the University of Waterloo in Ontario, Canada. Two of the databases are specific to that school and are small, individualized, and frequently adapted in response to student request. The other is the New Oxford English Dictionary (NOED), which is being developed jointly by Oxford University Press and the University of Waterloo. At the time of this study, the only segment of NOED available for use was the alphabetical range of M through Moonless. This became a prototype of one of three sources of research for students using the CAL module, the other two being a bibliography and a lexicon specific to an understanding of terms in the context of Pope's work. The NOED has a projected 500,000 main headwords, 2.2 million citations, and 425,000 cross-references, and cannot be altered or annotated. Because accessing and managing the information from an unrestricted dictionary of this size can be intimidating for the naive user (i.e., the student), the two smaller database systems were assimilated into files extracted from NOED which are easily modifiable by instructors. Also discussed are questions about defining user need, the sophistication level of users, and awareness, and the overall effectiveness of lexical materials. (SD)

ED 309 774 IR 052 833

Cupp, Christian M.
Security Considerations for Archives: Rare Book, Manuscript, and Other Special Collections.
Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.
PUB DATE- Mar 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Archives; Course Content; *Equipment Evaluation; Fire Protection; Guidelines; *Inservice Education; Library Collections; *Library Personnel; Security Personnel; *Stealing
IDENTIFIERS- *Book Losses; Manuscript Collections; Rare Books; *Theft Detection System; Water Damaged Books

The first of six sections in this guide to security for special collections in archives and libraries discusses the importance of security and the difficulty of preventing theft of archival materials. The second section, which focuses on planning, recommends an inservice training program for staff, a planned communications network between library staff and police or security personnel, and cooperation with book dealers and collectors to identify book "fences." The contents of the inservice program are outlined, and the impact of the security system on patrons, the determination of which collections need to be protected, and the security of the building itself are considered. Various types of security equipment are described in the third section, including locking systems, security alarms, surveillance equipment, and guards. The pros and cons of each type of system are considered. Fire and water hazards are addressed in the fourth section, and criteria for evaluating fire protection are suggested. The fifth section discusses the legal aspects of the problem and suggests five questions that the administrator may wish to present to an attorney. A brief concluding statement in the sixth section reiterates the fact that, although electronic and legal tools are becoming available to archivists, the best security and surveillance systems are the diligence of staff members and the administrator's resolve to prosecute all crimes against the archives. A written statement of reference area rules, and regulations and guidelines for marking rare books, manuscripts, and other special collections are appended. (11 references) (BBM)

ED 309 775 IR 052 835

Wiberley, Stephen E., Jr.; And Others

User Persistence in Scanning LCS Postings: A Report to the Council on Library Resources.

Chicago Univ., Ill. Library.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 11 Apr 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Citations (References); Comparative Analysis; Higher Education; *Online Catalogs; *Persistence; Questionnaires; *Search Strategies; Surveys; *Users (Information)
IDENTIFIERS- *Library Computer System

This study sought to determine the levels of persistence in scanning postings that are typical of users of one online public information system, LCS (Library Computer System), as it was configured in Illinois in 1987. The study involved observation of users doing searches in an academic library, questioning them about what they had done, and then analyzing the system transaction log of those searches. The users' reports about their searches were then compared with the machine-recorded transcriptions of those searches. Major findings of the study include: (1) users reporting overload also reported finding a significantly smaller number of postings than other users and were likely to have experienced overload in the past, suggesting that they have information processing capacities or search styles that inhibit their persistence; (2) the median number of postings considered to be "too many" by all of the users was 15; (3) more users whose searches retrieved between 15 and 30 postings displayed records of all postings than ceased searching without displaying any records; and (4) users' persistence falls off significantly when the number of postings exceeds more than 30. These findings suggest that surveying users about their preferences for the length of a list of references they are willing to scan on an online public information system will underestimate their persistence in actually scanning lists of references. They also suggest that system designers may defer providing help for users in coping with large number of postings until that number reaches 30. A copy of the user questionnaire is appended. (6 references) (BBM)

ED 309 776 IR 052 841

Fine, Sara
Library Education and Resistance to Technology. Supplementary Progress Report and Background Papers.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- 80
NOTE- 239p.; Some pages on colored paper in the original may not reproduce well. For the final report, see IR 052 842.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption (Ideas); Higher Education; Interviews; *Library Automation; *Library Education; Library Schools; National Surveys; Predictor Variables; Science and Society; *Student Attitudes;

*Technological Literacy

The second phase of a 1977 University of Pittsburgh research study that focused on the resistance to technology in libraries, this parallel study of library school students and faculty continues the investigation to determine: (1) the extent to which technological transformation of library systems will tend to encounter resistance as preprofessional students enter the profession; (2) the behavioral, attitudinal, environmental, and demographic variables that may be significantly related to resistance by students; and (3) the extent to which the library school experience is designed to enhance the adaptability of students to professional change. The study, which involves a national survey of students and faculty of accredited U.S. library programs, was developed based on a behavioral sciences model. This volume comprises the Progress Report (Part I) and the Background Papers (Part II). Part I details the interview survey, and includes copies of the student and faculty questionnaires; reprints of other written interview materials; biographical information about the interviewers and the interview coordinators; and sample contact materials. Part II is a compilation of six background works: (1) "The State of the Art of Library Education: A Personal View" (James M. Matarazzo); (2) "Education for the Librarian as an Information Scientist" (Robert M. Hayes); (3) "Some Reflections on Library Education by a Public Library Administrator" (John H. Rebenack); (4) "The Need for Future Research on Topics Impacting Library Education" (Ruth M. Katz); (5) "Education for Information Science" (Allen Kent); and (6) "A Student's Perspective on Information Science Education" (Eileen Trauth). (SD)

ED 309 777 IR 052 842

Fine, Sara

Library Education and Resistance to Technology. Final Report.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.

PUB DATE- Jan 81

NOTE- 143p.; For a progress report and background papers, see IR 052 841.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adoption (Ideas); Correlation; Higher Education; Interviews; *Library Automation; *Library Education; Library Schools; National Surveys; Predictor Variables; Science and Society; *Student Attitudes; Teacher Attitudes; *Technological Literacy

The second phase of a 1977 University of Pittsburgh research study that focused on the resistance to technology in libraries, this parallel study of library school students and faculty continued the investigation to determine: (1) the extent to which technological transformation of library systems will tend to encounter resistance as preprofessional students enter the profession; (2) the behavioral, attitudinal, environmental, and demographic variables that may be significantly related to resistance by students; and (3) the extent to which the library school experience is designed to enhance the adaptability of students to professional change. The study, which involved a national survey of students and faculty of accredited U.S. library programs, was developed based on a behavioral sciences model. The first of two chapters in this report outlines the background, methodology, and research design of the study. The second chapter analyzes the results of the student mail survey, the faculty mail survey, and the institutional survey. Additional survey materials and the results of data analyses are provided in nine appendices, 12 tables, and three figures. (SD)

ED 309 778   IR 052 845

Alabama Public Library Service. Library Directory and 1988 Statistical Report.

Alabama Public Library Service, Montgomery.

PUB DATE- 88
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Financial Support; Library Circulation; Library Collections; Library Expenditures; *Library Networks; Library Personnel; *Library Statistics; Nonprint Media; *Public Libraries; State Programs
IDENTIFIERS- *Alabama

The library directory provides separate listings for: (1) individual public libraries, which are listed alphabetically by town or city and include the name of the county; (2) multi-county public library systems, i.e., eight regional libraries that are listed by the library name; (3) single county public library systems, i.e., 13 public libraries that are listed alphabetically by name; and (4) multitype library systems, i.e., two regional systems with the names of the public libraries, college and university libraries, school system libraries,

and special libraries included in the system. Listings include the name, address, and telephone number of the individual or regional library; the names of the librarian and board chair; total hours open; and schedule of hours open. This information is also provided for the central libraries in the multitype library system listing, but not for the member libraries. A name index provides cross references by name of individual library to its location in the appropriate list. The statistical report for FY 1988, which makes up the greater part of this document, presents statistics for individual public libraries, which are listed by library system or as independent libraries. The final section presents rankings of the libraries by staff, volumes, circulation, income, expenditures, local income per capita, and total income per capita. (BBM)

ED 309 779 IR 052 846

Folk, Judith A., Ed.
Around the World Through Stories. An Annotated Bibliography of Folk Literature.
Hawaii Univ., Honolulu. Graduate School of Library Studies.
PUB DATE- 88
NOTE- 197p.; For the first volume in this series, see ED 286 531.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Fables; *Folk Culture; *Legends; Library Services; *Mythology; Program Descriptions; Reading Aloud to Others; Story Reading; *Story Telling
IDENTIFIERS- Eclipses; Ireland; Japan; Santa Claus; Scotland; West Indies

Part of a series entitled "Traditional Literature and Folklore in Library and Storytelling Programs," this annotated bibliography was produced by graduate students in the Traditional Literature and Oral Narration class at the University of Hawaii at Manoa. The bibliography is designed to provide librarians and teachers with information about specific topics related to traditional literature and folklore, guidelines for locating additional information, and suggestions for using the myths, legends, and tales in planning storytelling sessions for various age groups. This bibliography is divided into 11 topical sections. Each section contains an introductory discussion of the topic, a list of references, and an annotated bibliography. Many sections also include a guide for exploring related topics and locating pertinent information, as well as ideas for storytelling and educational programs. The sections cover the following topics: (1) "The Hawaiian Aumakua"; (2) "Kamapua'a: The Hawaiian Pig God"; (3) "Folktales of Japan"; (4) "The Fox and the Badger in Japanese Folklore"; (5) "Fables Are for Everyone"; (6) "Scottish Tales of Merfolk;" (7) "The Irish Hero in Folklore"; (8) "West Indian Folktales;" (9) "Eclipses;" (10) "Santa Claus: Man, Myth, and Legend"; and (11) "The Origin of Fire in Myth and Folklore." Three figures are included in the final section. (SD)

ED 309 780 IR 052 850

Daval, Nicola, Ed.
ARL: Setting the Agenda for the 1990s. Minutes of the Membership Meeting (112th, Oakland, California, May 5-6, 1988).
Association of Research Libraries, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (members $40.00/year; nonmembers $60.00/year).
NOTE- 123p.; For the minutes of the 110th and 111th meetings, see ED 290 484 and ED 308 873.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Utilities; *Computer Networks; Cooperative Programs; Futures (of Society); Library Associations; *Long Range Planning; Standards; *Systems Development
IDENTIFIERS- *Association of Research Libraries; Library of Congress; *Linked Systems Project; Open Systems Interconnection

The first of two program sessions at this semiannual meeting addressed the agenda of the Association of Research Libraries (ARL) for the 1990s, and the report provides summaries of remarks by Elaine Sloan on the background; D. Kaye Gapen on a report from the Task Force on Review of the ARL Five-Year Plan; and Duane E. Webster on the ARL framework of capabilities. A summary of reports from small group discussions by D. Kaye Gapen is also provided. The second program session focused on the Linked Systems Project (LSP), and the text of each of the following presentations is provided: (1) "Background: Open Systems Interconnection (OSI)" (David F. Bishop); (2) "LSP and the Library Community" (Henriette Avram); and (3) "LSP: Implications for Our Libraries" (Dorothy Gregor). A list of 12 suggested readings on LSP is included. The report on the business meeting provides summaries of current topic sessions on preservation, serials prices, and government information; a statement of principles on government information in electronic format; an update on the FBI in libraries; reports from the

Committee on ARL Statistics the president, the executive director, and the Office of Management Services; and a special report on the Library of Congress. Appended materials include a report on ARL activities from November 1987-May 1988; a status report on OMS (Office of Management Systems) programs from October 1987-April 1988; and excerpts from the 1987 OMS Annual Report. Also appended are lists of meeting participants; ARL officers and members of the Board of Directors, committees, and task forces; the membership of the association; and a 1987 financial report. (BBM)

ED 309 781 IR 052 852

ARL Statement on Unlimited Use and Exchange of Bibliographic Records.
Association of Research Libraries, Washington, D.C.
PUB DATE- Apr 89
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (free; send a stamped, self-addressed envelope with request).
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Access to Information; *Bibliographic Records; Bibliographic Utilities; Higher Education; Information Dissemination; *Library Collection Development; *Machine Readable Cataloging; *Preservation; Research Libraries; *Shared Resources and Services; Standards
IDENTIFIERS- *Association of Research Libraries; OCLC; Retrospective Conversion (Library Catalogs)

The Association of Research Libraries is fully committed to the principle of unrestricted access to and dissemination of ideas, i.e., member libraries must have unlimited access to the machine-readable bibliographic records which are created by member libraries and maintained in bibliographic utilities. Coordinated collection development programs and shared resources programs are based on unlimited bibliographic access to information. ARL's Committees on Collection Development, Preservation of Research Library Materials, and Bibliographic Control, have developed eight goals to realize the unlimited use and exchange of bibliographic records: (1) all bibliographic records for research level materials must be conveniently available to a researcher or bibliographer, regardless of the bibliography utility used by the home institution; (2) accurate identification of an item designated for, receiving, or having received preservation microfilming must be available to the research library community, and records of such items must be made available to each major bibliographic utility; (3) libraries may also note other significant conservation treatment of specific materials; (4) restrictions on the use or exchange of all bibliographic records must be reduced or eliminated; (5) a true North American database of machine-readable bibliographic records must be established with electronic links that meet international and U.S. standards for open systems connection; (6) all new and retrospectively converted records must be contributed to this database; (7) new records must be created and existing manual records converted in accordance with established standards; and (8) holdings symbols must be added to existing records in the database. ARL will continue to identify barriers to unlimited use and exchange of bibliographic data, and calls upon others to work with them to overcome existing barriers. (BBM)

ED 309 782 IR 052 877

Tubesing, Richard

Library Collections Development and Maintenance Policies and Procedures Manual.

Southwest Coll., Hobbs, NM. Scarborough Memorial Library.

PUB DATE- 89

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- College Libraries; Higher Education; *Library Acquisition; *Library Collection Development; *Library Material Selection

IDENTIFIERS- *Library Procedures

This manual for the College of the Southwest (New Mexico) library delineates collection development policies and procedures for library and teaching faculty. The first section deals with collection development and maintenance responsibilities: knowledge of the collection; knowledge of college and course needs; library materials budget allocations; and techniques of materials selection. In the second section, topics related to collection maintenance are discussed: withdrawal of materials; replacement, repair, and rebinding; replacement copies; reclassification of the Dewey collection; and withdrawal procedures. Gift books, including gift material acceptance, exchange lists, and disposition, are addressed in the third section. The fourth section covers procedures for replacing copies, including technical services, and book selector and college librarian responsibilities. Guidelines for the evaluation of the book, serials, and journal collections, as well as for creating desiderata lists, are provided in the fifth section. The final section discusses two special collections--the Southwest Heritage Collection and the State Textbook Adoption Center Collection. (MES)

ED 309 783 IR 052 878

Griffiths, Jose-Marie; King, Donald W.
Library Systems in New York State.
King Research, Inc., Rockville, Md.

SPONS. AGENCY- New York State Education Dept., Albany. Div. of Library Development.
PUB DATE- Apr 89
NOTE- 594p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Elementary Secondary Education; Higher Education; Interviews; Learning Resources Centers; *Library Networks; *Library Services; Library Surveys; Operations Research; *Public Libraries; *Research Libraries; *School Libraries; Shared Resources and Services; State Programs; Users (Information)
IDENTIFIERS- *New York

This comprehensive state-wide study of library systems in New York state describes them and analyzes the way they are working; compares that to the intent of library laws and regulations and to the needs of state residents for library services; and recommends changes where a need for them is indicated. (Three types of library systems are identified: Public Library Systems; the Reference and Research Library Resources Systems (RRLRS); and School Library Systems.) Five components were studied: (1) mission and services; (2) governance; (3) intersystem relationships and cooperation; (4) funding; and (5) measurement. Data were gathered through formal surveys; interviews; analysis of relevant reports; and meetings with various groups. The 117 individual types of services provided by library systems that were identified support libraries and citizens in five ways: enhancement of library services; performance of library operational functions; direct services to users; support of library development; and enhancement of cooperation and communication. The results of this study leave little doubt about the use, usefulness, and value of library systems in New York state, although some areas that need improvement are indicated. A lengthy summary of the study is followed by a list of the major recommendations and detailed analyses of the data for each of the areas studied. Appended materials include copies of the questionnaires, and data are

displayed in 7 figures and 50 tables. (BBM)

ED 309 784 IR 052 879

White, Marilyn Domas
The Reference Interview: Impact of Environmental Constraints.
PUB DATE- 6 Nov 87
NOTE- 18p.; Paper presented at the Joint Meeting of the District of Columbia Library Association and the Virginia Library Association (Crystal City, VA, November 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Environmental Influences; *Library Services; *Models; *Questioning Techniques; *Reference Services; User Needs (Information)
IDENTIFIERS- *Reference Interviews

This paper develops two models of the reference interview: (1) the Need-Oriented Model, which emphasizes identifying the client's information needs and allows for a broad-ranging diagnostic interview; and (2) the Question-Oriented Model, which is constrained by the client's initial question and focuses on refining that specific question, identifying why the client needs the information only if the client raises the issue. The models are then related to various environmental features of reference service such as the physical setup of reference service and staffing. Suggestions for promoting more involved interviews are offered. (MES)

ED 309 785 IR 052 880

The Report of the Management and Planning Committee to the Librarian of Congress.

Library of Congress, Washington, D.C.

PUB DATE- 18 Nov 88

NOTE- 304p.; Some pages have small or blurred print.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Job Satisfaction; *Library Administration; *Library Planning; *Library Services; National Libraries; Preservation

IDENTIFIERS- *Library of Congress

This report contains the major recommendations of the Library of Congress (LC) Management and Planning (MAP) committee. The mission and values statement developed by the MAP Committee for LC precedes the main body of the report. The first of two major sections of the report includes recommendations organized into chapters according to the five elements of the Librarian of Congress's charge to the committee to find ways to: (1) increase LC's administrative efficiency and economy, including providing for greater job satisfaction for the library's staff; (2) improve methods for selecting, cataloging, preserving, and maintaining LC's collections; (3) increase and deepen the direct scholarly use of LC; (4) improve LC's service to the Congress and other government agencies, including the judicial and legal communities; and (5) broaden and rationalize LC's national library service to its external constituencies. Each chapter includes a statement of the scope of the recommendations, a summary of the key issues addressed, and a summary list of the recommendations. The second section contains 88 issue statements prepared by the MAP committee which offer more detailed analysis and background, including other options considered. (MES)

ED 309 786 IR 052 881

Crotts, Brenda; And Others
Report on the Business of Acquisitions Regional Institute (Berkeley, CA, April 20-21, 1989).

PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Acquisition; Library Administration; Library Automation; *Public Libraries; *Publishing Industry; *Serials
IDENTIFIERS- *Approval Plans; *Booksellers

This report on a Business of Acquisitions Regional Institute, sponsored by the Resources and Technical Services Division (RTSD) of the American Library Association (ALA) and the Northern California Technical Processes Group (NCTPG), summarizes the keynote address on the relationships between booksellers, publishers, and librarians.

Three panel discussions on publishing, bookselling, and automation planning and implementation are also summarized. Mini-sessions on the following topics are reviewed: (1) financial management in academic libraries; (2) firm orders; (3) serials control; (4) vendor evaluation; (5) financial management in public libraries; (6) approval plans in academic libraries; (7) approval plans in public libraries; (8) government documents; (9) serials ordering; (10) Latin American acquisitions; (11) out-of-print acquisitions; (12) media and software ordering; and (13) Asian ordering. (MES)

ED 309 787 IR 052 882

Harloe, Bart, Ed.
Towards the Year 2001: Cooperative Collection Development and Resource Sharing in the Southwest. Proceedings of a Workshop (Las Cruces, New Mexico, November 7, 1988).
New Mexico State Univ., Las Cruces. Univ. Libraries.
PUB DATE- 7 Nov 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Futures (of Society); Higher Education; *Library Collection Development; *Library Cooperation; *Shared Library Resources; Workshops
IDENTIFIERS- United States (Southwest)

These proceedings of a workshop on cooperative collection development and resource sharing in the Southwest contains the text of the following presentations: (1) "Collaborative Collection Development in an Era of Financial Limitations" (Paul Mosher); (2) "Cooperative Collection Development: The New Mexico Point of View" (Jeanne Sohn); (3) "Collection Development Policies and the Arizona Experience" (Dora Biblarz); (4) "Technical Aspects of Cooperative Collection Development" (Sara Heitshu); and (5) "Trans-Border Cooperation and the Texas Experience" (Mary Keckley). A transcription of workshop discussion by the presenters and audience members is included as well as biographical information on the presenters. A directory of workshop participants is appended. (MES)

IFLA General Conference, 1987. Division of Libraries Serving the General Public. School Libraries Section. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 87
NOTE- 65p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987). For related documents, see IR 052 980 and ED 299 988-ED 300 013.
LANGUAGE- English; German
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Centralization; Developed Nations; Developing Nations; Elementary Secondary Education; Foreign Countries; *Information Needs; Library Administration; Library Materials; Library Networks; *Library Services; Public Libraries; *School Libraries

Four papers are compiled in the section on school libraries: (1) "Zentrale Dienstleistungen fur Schulbibliotheken in der Bundesrepublik Deutschland am Beispiel der Schulbibliothekarischen Arbeitsstelle der Stadtbucherei Frankfurt am Main = Centralized School Library Services in the Federal Republic of Germany, as Performed at the School Library Service Centre of the Stadtbucherei Frankfurt am Main" (Renate Breithaupt, West Germany); (2) "Excellence on a Budget: School Library Services with Limited Resources" (Anne Mathews, United States); (3) "The Current Situation of School Libraries in South America with Special Reference to Chile" (Teresa Naveillan de Molinare and Yolanda Soto, Chile); and (4) "School Libraries of Norway: A Vital Part of the National Library Net Work?" (Anne Horn, Norway). Both the original German and English versions are given of the first paper, and statistical highlights from a 1985-86 survey of public school libraries and media centers in the United States are appended to the second paper, which also lists five references. (CGD)

ED 309 789 IR 052 980

IFLA General Conference, 1987. Division of Management and Technology. Library Building and Equipment Section. Information Technology Section. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 87
NOTE- 29p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (53rd, Brighton, England, August 16-21, 1987). For related documents, see IR 052 979 and ED 299 988-ED 300-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Building Design; Computer Software; Developed Nations; *Fees; Foreign Countries; Information Networks; *Information Technology; *Library Facilities; Library Materials; *Library Services; National Libraries; *Online Catalogs; *Optical Data Disks; Public Libraries; Technological Advancement

The six papers in this collection focus on library buildings and equipment and information technology: (1) "Library Equipment in a Changing Library Environment" (Margaret Beckman, Canada); (2) "The New Building for the British Library" (Colin St. John Wilson, United Kingdom); (3) "User Interaction with Online Catalogue" (Stephen Walker, United Kingdom); (4) "Charging for Public Library Services" (J. C. Beard, United Kingdom); (5) "The Electronic Aristocracy: Some Causes for Concern" (Trevor Haywood, United Kingdom); and (6) "CD ROMance: An Overview of Compact Disc Read Only Memory" (Edward Kurdyla and Kenneth Harris, United States). (CGD)

ED 309 790 JC 870 215

Andrews, Hans A.
Merit in Education: Assessing Merit Pay as the Catalyst to Pay & Evaluation Reforms.
PUB DATE- 87
AVAILABLE FROM- New Forums Press, Inc., Book Orders, P.O. Box 876, Stillwater, OK 74076 ($8.95 plus $1.50 shipping/handling; 20% discount in quantity).
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Community Colleges; Educational Quality; Educational Trends; Elementary Secondary Education; *Faculty Evaluation; *Master Teachers; *Merit Pay; *Merit Rating; Peer Evaluation; *Recognition (Achievement); Teacher Employment; *Teacher Evaluation; Trend Analysis; Two Year Colleges; Unions

An overview is provided of the history and current status of merit pay from the perspectives of faculty unions, community and junior colleges, and elementary and secondary schools. Chapter 1 stresses the need to raise the salaries of master teachers, and chapter 2 discusses the responses of faculty unions, faculty members, and the public to the advent of merit pay. Chapter 3 suggests that a rationale and philosophical basis be developed by colleges before a merit plan is instituted, while chapter 4 offers suggestions for the development of an administrative evaluation system to identify excellence in instructional performance. Types of merit pay or merit recognition plans in place or being proposed at elementary and secondary schools are reviewed in chapter 5, while chapter 6 summarizes the findings of a national study of merit recognition in American community colleges. Chapter 7 outlines the provisions of specific merit pay and merit recognition plans in two-year institutions. Chapter 8, the final chapter, presents a summary of the issues related to merit pay, reviews emerging trends, and expresses hopes for the overall improvement of the quality of the American education system in the next decade. (ALB)

ED 309 791 JC 880 470

A Model Business and Industrial Development Program for Community Colleges. Final Report.

Northeast Texas Community Coll., Mount Pleasant.; Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- Jun 88
NOTE- 561p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education; College Role; *Community Colleges; Corporate Education; *Economic Development; Job Training; Program Descriptions; *Program Development; Questionnaires; *School Business Relationship; *School Community Relationship; Two Year Colleges

Designed to help community and junior colleges in Texas establish their own approach to economic development services, this report reviews innovative programs providing assistance to business and industry in many parts of the United States. After chapter I discusses the changing role of community and junior colleges in economic development activities, chapter II defines various types of business services, including procurement outreach centers, small business development centers, business incubators, college-based education and training programs, loan programs, and community and business needs assessments. Chpater III discusses the role of key players in economic development efforts, including the Council of Governments, private industry councils, elected officials, schools and colleges, and citizens' groups. After chapter IV describes the Business and Industrial Development Center at Northeast Texas Community College, which assists businesses with contract procurement, capital requirements, marketing, and computer problems, chapter V establishes priorities for the expansion of the center's services. Chapter VI discusses the design and success of seven programs in other states, chapter VII considers the advantages of a comprehensive approach to business support, and chapter VIII offers synopses of relevant research articles. Finally, chapter IX presents recommendations for state and institutional action. An extensive appendix provides forms, agreements, questionnaires, information on various sources of financial assistance and on procurement centers operating in Texas, sample articles of incorporation and by-laws for an industrial foundation, survey instruments, an outline for an economic revitalization program, relevant legislation, brochures, and program descriptions. Includes 127 references. (AAC)

ED 309 792 JC 880 555

Savage, Kenneth M., Jr.
Comprehensive Planning: A Management Process. ACCCA Management Report 1988-89/1.
Association of California Community Coll. Administrators.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; Decentralization; Information Dissemination; *Master Plans; *Participative Decision Making; Program Descriptions; Two Year Colleges
IDENTIFIERS- *Yosemite Community College District CA

The Yosemite Community College District's comprehensive planning process involves a year-round cycle of activities. The cycle begins in September after the budget for the current year has been approved, the prior year's activity has been closed out, and the primary planning document, "The Atlas," has been completed. The district chancellor initiates the cycle by distributing philosophical and procedural guidelines, "The Atlas," forms, and general instructions to all unit/division managers. From September to November, the managers work with the members of their units to develop individual plans for their divisions. By mid-December, work begins on reconciling the unit plans into overall college and central services plans. The first draft of the tentative district plan is submitted to the Chancellor of the California Community Colleges in April. Between April and July, modifications are made as feedback is received from the chancellor's office and as the next year's appropriations are more accurately determined. In September, the final plan is adopted by the district's board and the new cycle begins. Broad-based support for the plan is achieved through full staff involvement and the use of committees composed of faculty, support staff, management, and administration. After utilizing the process for several years, the district recognizes several benefits, including improved communication, decentralization of day-to-day decision making, and centralization of information. Plans have been developed for improving the process through expansion of research activities, leadership development, evaluation techniques, and other efforts. (AYC)

ED 309 793 JC 890 147

Peed, Garland P.
Success Project Final Report.
San Diego Community Coll. District, Calif.
PUB DATE- 8 Jun 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; College Planning; Community Colleges; Critical Thinking; *Faculty Development; Multicampus Districts; *Organizational Change; *Participative Decision Making; Program Descriptions; *Remedial Programs; *Student Personnel Services; Teacher Participation; Two Year Colleges

The Success Project was initiated by the San Diego Community College District in 1985 to improve remedial instruction and support services, increase faculty participation in instructional decision making, and provide a means for following up on decisions. In the first year, task forces on instructional assessment, student assessment, remediation, advisement, and retention and transfer were formed. During the second year, programs and systems designed by the task forces were implemented, including an assessment and placement system, an honors program, and a revised sequence of courses in basic math and English. In the third year, three new task forces were created to examine faculty development, minority transfer, and English-as-a-Second-Language (ESL) issues. The primary outcomes of the Success Project include the following: (1) the assessment and placement system was redesigned and now includes a coherent method of moving students from developmental to college-level courses, new placement tests, computer-generated reports on test scores and student information, and an ability to check prerequisites; (2) course sequences and curricula in basic math, English, and ESL were redesigned; (3) procedures for referral to and enrollment in continuing education courses in basic skills were streamlined; (4) educational technicians were assigned to developmental courses; (5) a Transfer Admission Guarantee program with the University of California at San Diego was developed; and (6) faculty development activities concerning critical thinking instruction were carried out. In addition to specific accomplishments, the project made positive contributions to the overall climate and self-image of the district. (AYC)

ED 309 794 JC 890 335

Seboda, Barbara L.
Howard Community College Follow-Up of 1984 Entrants. Research Report Number 60.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- May 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; Comparative Analysis; Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges

In spring 1988, a follow-up study was conducted of students who first attended Howard Community College (HCC) in fall 1984. The primary objectives of the survey were to determine the students' educational and career achievements subsequent to attending HCC and to assess the effectiveness of the college from the students' perspective. All other Maryland community colleges fielded the same questionnaire to their students, allowing for comparisons among peer institutions. Questionnaires were mailed to all 1,160 first-time students who entered HCC in fall 1984. From the 800 deliverable questionnaires, 183 usable responses were received, for an adjusted response rate of 23%. Study findings included the following: (1) when asked about the most important reason they attended HCC, 31.8% of the respondents listed "transfer to a four-year institution," 16.2% listed "update skills for current job," 14.5% listed "self-enrichment/courses of interest only," 10.6% listed "prepare for entry into different career," and 7.8% listed "prepare for entry into first career"; (2) 70% of the respondents attended part time; (3) 36.5% of the respondents indicated that their initial educational goal had been to take selected courses, without intending to complete a degree, while 35.4% planned to earn an associate degree; (4) 60.6% indicated that they had been very successful in attaining their goal, and 85.4% felt that the courses

they had taken at HCC had helped them achieve their goal; (5) the majority of the respondents gave ratings of "good" or "very good" to their college experiences; (6) almost 45% of the respondents started their current job after leaving HCC; and (7) in comparison with students at peer colleges, more HCC students entered with college degrees, attended part time, and lost some credits in transfer, while fewer HCC students initially set out to earn an associate degree or certificate. Tables, figures, and the survey questionnaire are included. (JMC)

ED 309 795 JC 890 363

College of the Sequoias Feeder High School Study: 1986-88 Graduate Performance at C. O. S.

College of the Sequoias, Visalia, CA. Office of Institutional Research.

PUB DATE- Aug 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Associate Degrees; Community Colleges; *Enrollment Trends; Grade Point Average; High School Graduates; High Schools; *Institutional Research; *Performance; Statistical Surveys; Student Attrition; Tables (Data); Two Year Colleges

In 1989, a study was conducted of the performance of Redwood High School (RHS) graduates at the College of the Sequoias (COS), in California. The study analyzed information provided by the high school and data available from COS's student information system, including RHS grade point average (GPA), college GPA, units attempted and passed, first and last semesters of enrollment, enrollment status (i.e., current or not current), associate degree awarded, and semester that the degree was granted. Separate analyses were completed for the graduates of 1986, 1987, and 1988. Study findings included the following: (1) 63.9% of the RHS 1986 graduates were served in some capacity by COS, compared to 68.3% of the 1987 graduates and 63.0% of the 1988 graduates; (2) 25% of the 1986 graduates, 50.2% of the 1987 graduates, and 67.3% of the 1988 graduates who attended COS completed the spring 1989 semester; (3) 17% of the 1986 graduates and 9.2% of the 1987 graduates received an associate degree from COS; (4) high school GPA was 2.781 for the 1986 graduates, 2.844 for the 1987 graduates, and 2.653 for the 1988 graduates; and (5) the average college GPA was 2.538 for the 1986 graduates, 2.428 for the 1987 graduates, and 2.558 for the 1988 graduates. Data tables for each graduating class and the letter of transmittal used by COS in sending the performance report to RHS

counselors are included. (JMC)

ED 309 796 JC 890 364

Boultbee, Glynis Wilson; Anderson, Robert
Integrating Learning Skills into the Curriculum: A Handbook and Workbook.
Red Deer Coll. (Alberta).
PUB DATE- 89
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Class Activities; Community Colleges; Faculty Development; Inservice Teacher Education; *Learning Activities; *Learning Strategies; *Skill Development; Teaching Guides; Two Year Colleges

This handbook and companion workbook were developed to help faculty members at Red Deer College incorporate learning skills objectives into the curriculum. The handbook consists of two learning modules, each including statements of objectives, lists of learning activities, and information sheets. Module 1: defines learning skills as strategies employed by a student to make his/her learning more efficient and effective; discusses the importance of attitudinal and metacognitive abilities in learning; considers the input, processing, and output skills needed to deal with information; and lists instructional formats for teaching learning skills. Module 2 begins with a bibliography of relevant materials and a list of on-campus resource people. It also includes guidance on: identifying the learning skills needed by students in the course or program, setting broad objectives for the course, evaluating instructional effectiveness, motivating students to develop learning skills, and class planning. In addition, the module suggests a number of strategies for integrating learning skills into classroom activities. Appendixes contain handouts for students on a four-step problem-solving model, the meaning of key words used in essay questions, notetaking formats, preparation for exams, a textbook reading strategy, time management, and other learning skills. A case study of the integration of learning skills into an Educational Foundations course and an annotated bibliography of resources in the college library are also included. The accompanying workbook is to be used by the instructor to test his/her progress and keep notes, for future on the research and planning accomplished. (ABL)

Kangas, Jon Alan
How Many Students Do Not Meet Prerequisites for San Jose/Evergreen Community College Courses? Research Report #77.
San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE- 15 Aug 89
NOTE- 39p.; For 1987 report, see ED 289 540.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Tecnnical (143)
DESCRIPTORS- *Academic Standards; Basic Skills; Community Colleges; Computer Uses in Education; Enrollment Influences; *Enrollment Trends; *Prerequisites; *Program Effectiveness; *Required Courses; Tables (Data); Two Year Colleges

In fall 1985, the San Jose/Evergreen Community College District began using a computerized prerequisite checking system to strengthen academic standards. Over the next 4 years, the computerized system shifted from an informational mode, which merely indicated whether a student met course prerequisites or not, to a lock out mode, which prevented a student who had not met course prerequisites from registering for that course. In 1989, a study was conducted to assess the impact of the lock out mode on enrollments. Computer records were analyzed to determine the number of students not meeting prerequisites in each discipline, reasons for students being listed as not meeting a prerequisite, and the characteristics of the disciplines most affected by being placed on lock out mode. Study findings included the following: (1) as course prerequisites were more strictly enforced and as the data in the computer became more accurate and complete, the total percentage of students who attempted to enroll in courses without meeting prerequisites dropped from 41% in fall 1985 to 6% in fall 1988 and 2% in spring 1989; (2) in spring 1989, 2% of the students in the district insisted upon taking courses for which they did not meet prerequisites; (3) students listed as not meeting a prerequisite generally did not have the basic skills prerequisite for the class, did not have the course prerequisite, or had taken the prerequisite course at another institution; and (4) in general, the disciplines most affected by the lock out mode had complex prerequisites, had basic skills as well as course prerequisites, had low levels of basic skills, or enrolled large numbers of well-educated students. Tables and graphs (the bulk of the document) showing the decreasing numbers of ineligible students by year and discipline are attached. (JMC)

ED 309 798 JC 890 366

Carifio, James; And Others
Results of the VEDS Employer Follow-Up Survey for Massachusetts Community Colleges.
PUB DATE- Feb 88
NOTE- 17p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Miami, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; Community Colleges; *Education Work Relationship; *Employer Attitudes; Graduate Surveys; Majors (Students); *Outcomes of Education; *Personnel Evaluation; Program Effectiveness; State Surveys; Two Year Colleges; *Two Year College Students; Vocational Education; *Vocational Followup; Wages
IDENTIFIERS- *Massachusetts

A year after graduation, a survey was attempted by the Massachusetts Board of Regents of all 1981-82 career graduates of public community colleges in the state (N=5,267). Of the 1,881 responding graduates, 847 reported that they were employed full-time, and 737 of the working graduates gave the board permission to contact their employers for an assessment of their performance. The employers of the 737 graduates were surveyed using the Employer Follow-Up (EFU) questionnaire developed as part of the Vocational Education Data System (VEDS). Study findings, based on a 79.8% response rate, included the following: (1) overall, the graduates were rated between good and very good by their employers with respect to technical knowledge, work attitudes, work quality, technical skills, overall quality, and relative preparation, as compared to co-workers who graduated from similar programs; (2) graduates were rated lowest on technical skills and technical knowledge; (3) graduates who were working full time in their area of training were rated significantly higher on technical knowledge and overall quality than graduates working in areas not related to their training; (4) Technology and Human Services graduates working in a field related to their training received higher ratings than other graduates, with Medical/Health Science graduates having the lowest average ratings; and (5) overall, males and females received similar performance ratings, though males had significantly higher average wages than females. Comments on the labor- and time-intensive character of the EFU are included. (ALB)

ED 309 799 JC 890 367

Carifio, James; And Others

A Comparison of Community College Responders and Non-Responders to the VEDS Student Follow-Up Survey.

PUB DATE- Apr 87

NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 24-28, 1987). Funded in part by the Massachusetts Department of Occupational Education.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Graduates; Community Colleges; *Followup Studies; *Outcomes of Education; *Research Problems; State Surveys; *Statistical Bias; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students; Validity; *Vocational Followup

IDENTIFIERS- *Massachusetts; *Vocational Education Data System

In September 1984, a Vocational Education Data System (VEDS) follow-up survey was conducted of all 5,267 students who had graduated from Massachusetts public community colleges in 1982-83. Of these graduates, 1,881 (35.7%) returned the survey, and 3,386 (64.3%) did not. A subsequent study was conducted to compare the characteristics of survey respondents and non-respondents. A random sample of 380 of the non-respondents was drawn, and telephone interviews were completed with 201 individuals. The interviews focused on graduates' reasons for not returning the VEDS questionnaire; the degree and program they had pursued; their sex, age, ethnic background, and location of college; their evaluation of their academic program and job preparation; their employment and educational status; the relationship between their job and education; and their salary. Study findings included the following: (1) the most common reason for not completing the mailed survey was that it was never received; (2) no significant differences were found between the VEDS respondents and non-respondents in terms of degree pursued, program, sex, ethnic origin, ratings of academic training or quality of occupational preparation, or employment or educational status; (3) 12% of the non-respondents identified themselves as economically disadvantaged or as having other special needs, compared to 2.6% of the respondents; and (4) non-respondents had significantly higher average wages than respondents, especially among graduates

working in a field related to their training. Based on study findings, it was concluded that, if biased, the VEDS was biased in the direction of under-estimation of outcomes rather than over-estimation. Twenty-three tables are included. (AYC)

ED 309 800 JC 890 368

Goodyear, Don; Webb, Elaine
College of the Sequoias Institutional Research Newsletters Numbers 1-6, August 1987-August 1989 .
College of the Sequoias, Visalia, CA. Office of Institutional Research.
PUB DATE- Aug 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; Grade Point Average; Institutional Research; State Norms; Student Characteristics; *Student Personnel Services; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College of the Sequoias CA

Designed as a means of communicating information related to students to faculty and staff at the College of the Sequoias (COS), in California, this collection of quarterly newsletters by the college's Office of Institutional Research summarizes recent research projects, highlights data on student demographics from state and local studies, and provides other information to benefit staff. Each of the six issues in the collection provides updated information on the college's efforts to implement state requirements for matriculation services, presents data on transfer rates and the academic performance of COS transfer students, and examines some aspect of student outcomes. Other topics include: (1) characteristics of students who withdrew from COS in spring 1987; (2) a socioeconomic profile of the college's service district; (3) an increase in the number of candidates for associate degrees in December 1987; (4) COS students' placement test scores; (5) ways suggested by faculty to help re-entry students overcome their initial anxieties; (6) COS student demographics; (7) national statistics on teachers; (8) grade point averages at COS and national/local grade distributions; (9) dropouts and withdrawals; (10) data on participants in COS's Project Success; (11) a profile of 1987-88 graduates; (12) high school graduation trends and college-going rates; (13) college funding; (14) student financial aid; (15) minority faculty and students in postsecondary education; (16) long-range planning; and (17) college degree attainment nationwide. (ALB)

ED 309 801 JC 890 369

Farland, Ronnald; Anderson, Connie
The Transfer Center Project.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 89
NOTE- 42p.; Discussed as Agenda Item Number 2 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, September 14-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Affirmative Action; *Articulation (Education); *College Transfer Students; Community Colleges; Disabilities; *Educational Counseling; Enrollment Trends; *Intercollegiate Cooperation; Minority Groups; Program Effectiveness; Program Evaluation; State Programs; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Transfer Centers

In fall 1985, California's Transfer Center Project was initiated to increase the number of community college students who transfer to four-year institutions, with particular emphasis on students from historically underrepresented groups. Transfer centers were established at 20 California community colleges. Working closely with counterparts at eight University of California (UC) campuses, 14 California State University (CSU) campuses, and 13 independent colleges, transfer center staff provide academic advising and counseling to students preparing for transfer, articulation information for specific universities and majors, information on admissions requirements, and transcript evaluations. Transfer centers also make outreach efforts to address the needs of ethnic minority students, students with disabilities, and students from other underrepresented groups. This report on the Transfer Center Project contains: (1) a project description, including information on center goals and operations; (2) findings and recommendations from an external evaluation of the project with respect to implementation and attainment of goals, cooperative efforts between the community colleges and CSU and UC systems, a 32% increase in the number of fall-term transfers to UC campuses, and an 8% increase in transfers to CSU campuses involved in the project; (3) a list of activities to be undertaken by the Office of the Chancellor of the California Community Colleges to further promote transfer; (4) lists of the Transfer Center Project colleges and advisory committee members; and (5) the executive summary of the project evaluation. (JMC)

ED 309 802 JC 890 370

Farland, Ronnald; Cepeda, Rita
Plus and Minus Grading.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 89
NOTE- 10p.; Discussed as Agenda Item Number 9 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, September 14-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Community Colleges; *Educational Legislation; Educational Policy; Grade Point Average; *Grades (Scholastic); *Grading; *Policy Formation; School District Autonomy; State Legislation; State School District Relationship; Two Year Colleges
IDENTIFIERS- *California

The current official policy of the California community colleges on grading prohibits the use of plus and minus symbols to modify a standard letter grade. Plus and minus grades may influence a student's grade point average (GPA) either through statistical effects or psychological effects on teachers and students. At its fall 1985 session, and again in fall 1987, the Academic Senate for the California Community Colleges requested that districts be permitted to decide upon whether to use the plus and minus symbols. The implementation of such a policy would require that the following issues be resolved: (1) some argue that there should be a uniform grading policy among all community colleges, while others argue for local discretion; (2) assigning a numerical value of 0.3 to pluses and minuses would work to the benefit of transfer students from districts that use the plus/minus designation; and (3) there are various ways that a minus grade could be treated in regard to "satisfactory completion" of course requirements, leading to problems of equity for students from different community colleges and between community colleges and transfer institutions. This report to the Board of Governors includes an analysis of the issue of "satisfactory completion" of courses and recommended revisions to the California Code of Regulations to implement a permissive use of pluses and minuses by districts. (JMC)

ED 309 803 JC 890 371

Carbone, John M.

Going Back: Adults Talk about What They're Doing in College and How They Feel about Returning to School.

PUB DATE- 13 Nov 88
AVAILABLE FROM- John M. Carbone, Cuyahoga Community College, 11000 Pleasant Valley Road, Parma, OH 44130 (free).
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; *Adult Dropouts; *Adult Students; College Students; Community Colleges; Family Influence; Interviews; *Married Students; Personal Narratives; *Reentry Students; *Student Attitudes; Student College Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Reverse Transfer Students

This book consists of the edited transcripts of 19 interviews conducted with two- and four-year college students ranging in age from 25 to 65, who returned to school to complete degrees, work toward new degrees, or merely take classes. Drawing from the interviews, introductory comments offer generalizations about adult students returning to college, suggesting that while many are motivated by career objectives and personal challenge, they also place importance on their spouses, parents, children, lovers, and friends. Many of the people interviewed had to overcome difficult obstacles to attend college, often deferring school for financial reasons or obligations to family. For many, the experience of returning to college was attended by embarrassment, fright, awkwardness, and ambivalence. However, overcoming these barriers resulted in an increase in self-esteem for the returning students. The conversations were often very personal and intimate, covering topics such as the difficulties in simultaneously going to school and supporting a family, the influence of spouses and children, and the impact of past experiences such as divorce and war-time military service. (ALB)

ED 309 804 JC 890 372

Burton, Gwen
Hazardous Waste Management: A View to the New Century, 2001.
PUB DATE- 89
NOTE- 8p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Responsibility; *Curriculum Development; Educational Objectives; Environmental Standards; *Hazardous Materials; *Job Training; Minicourses; Program Development; Safety Education; Technical Education; Two Year Colleges; Waste Disposal
IDENTIFIERS- *Front Range Community College CO

Like many parts of the United States, Colorado is facing a significant hazardous waste problem. Radioactive and chemical wastes generated by the Rocky Flats Nuclear Plant, the toxic Lowry Land Fill Site, industrial dumps, and heavy land and air traffic contribute to water, land, and air pollution in the state. As part of a statewide response combining environmental remediation programs with the creation of new jobs, Front Range Community College has developed a Hazardous Material Technology Program to educate workers, supervisors, and managers in this field. From the first press conference to the beginning of the program in August 1988, the college drew inquiries from more than 500 students and companies. The program's first 103 students comprised a diverse group, including firefighters, police officers, geologists, geophysicists, chemists, biologists, computer experts, nurses, and consultants. The program includes an Associate of Science degree program for college transfer students, a certificate program for those who only need specialized training, a Cooperative Education internship for job experience and entry, and one-week courses in Environmental Health and Safety for the protection of those working with hazardous materials. The one-week courses have proved especially successful, training over 100 students during the first summer session and generating enough funds to purchase the equipment which initially had been borrowed. The long-range goals of the program are to: (1) provide a model curriculum for other community colleges and universities; (2) provide information to small businesses that generate hazardous wastes about appropriate recycling and legal and safe disposal methods; and (3) promote a national awareness of the environmental issues and regulations related to the production, treatment, recycling, and disposal of hazardous materials and wastes. (JMC)

ED 309 805 JC 890 374

Flaherty, Toni

Longitudinal Study of Performance of Students Entering Harper College, 1976-1986. Volume XVII, Number 1.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 25 Jul 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Transfer Students; Community Colleges; Degrees (Academic); Full Time Students; Grade Point Average; Grading; Longitudinal Studies; Part Time Students; *Student Characteristics; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students

A longitudinal study was conducted at William Rainey Harper College (WRHC), in Illinois, to observe the performance and achievement of students entering the college each fall from 1967 through 1986. Academic and personal data from transcripts were analyzed for randomly selected samples of 200 full- and 200 part-time students from each fall's entering class. Study findings included the following: (1) grade point averages (GPAs) were greatly affected by the implementation of a policy allowing faculty to give a grade of "N" rather than "F" to students who did not attend; the policy caused GPAs to rise from 2.38 to 2.62 for full-time students and from 2.24 to 2.74 for part-time students; (2) full-time students entering WRHC after the age of 21 had GPAs 0.38 points higher than their younger counterparts, while part-time students over 35 achieved GPAs 0.98 points higher than part-time students under 21; (3) the average GPA of female students was 2.62, compared to 2.36 for males; (4) persistence rates remained fairly constant over the years, with approximately 65% of the students who started WRHC full time returning the next fall; (5) part-time students attended WRHC for an average of 3.5 semesters and earned an average of 18 credit hours, while full-time students averaged 4.8 semesters and earned an average of 45 credit hours; (6) older students were more likely than younger students to drop out before graduation; and (7) while 35% to 40% of the students attended another school before WRHC, only approximately 9% actually transferred credit hours from another college to Harper. The bulk of the report consists of longitudinal data tables. (JMC)

ED 309 806 JC 890 375

Holt, Marianne; Flaherty, Toni
Follow-Up Study of 1987 Dental Hygiene Graduates. Volume XVII, No. 2.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Sep 88
NOTE- 21p.; For the 1988 follow-up report, see JC 890 380.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; College Graduates; Community Colleges; *Dental Hygienists; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Followup

In 1988, a follow-up study was performed of the 1987 graduates of the Dental Hygiene program of William Rainey Harper College (WRHC), in Illinois, in order to determine the quality of the program and the need for changes, and to substantiate the program's goals for accreditation standards. A survey was mailed to all of the 1987 dental hygiene associate degree graduates (N=25), requesting information on their current employment and/or enrollment in school, experiences in finding employment, salary and benefits, tasks performed on the job and quality of their preparation for performing them, level of satisfaction with their chosen profession and their WRHC training, and suggestions for improving the quality of the program. Study findings, based on a 72% response rate, included the following: (1) 16 of the 18 respondents were employed in the dental hygiene field, with 13 working full-time and 3 employed part-time; (2) 56% were working with more than one practitioner; (3) the respondents' search for employment typically involved two job interviews and respondents' personal contacts; (4) almost 70% of the respondents were paid on an hourly basis, with the median salary being $14 an hour and the median daily salary set at $120; (5) among those employed in dental hygiene, 50% were very satisfied with their chosen profession, while 96% were at least satisfied; (6) the respondents generally felt that they were very well prepared in the skill areas which they performed most often; (7) only one 1987 graduate was working toward an advanced degree, although 61% of the respondents intended to do so eventually; and (8) 17 of the 18 respondents indicated that they were satisfied or very satisfied with their professional education. Data tables and the survey instrument are included. (JMC)

Seeck, James K.; Lucas, John A.
Feasibility Study for Establishing a Small Business Management Course at Harper. Volume XVII, Number 3.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 10 Nov 88

NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; *Business Education; Community Colleges; Community Surveys; Curriculum Development; *Educational Needs; Feasibility Studies; Mail Surveys; Needs Assessment; Program Development; *School Business Relationship; *Small Businesses; Two Year Colleges

In 1988, a survey was conducted to determine the feasibility of offering a new degree credit program in Small Business Management at William Rainey Harper College, in Illinois. All 3,170 former students who had taken a non-credit seminar in the Small Business Department in Continuing Education were surveyed regarding their interest in small business management, the likelihood of their enrollment in the proposed program, scheduling preferences, reactions to the proposed curriculum and degree requirements, and interest in serving on the advisory board or as faculty for the program. Study findings, based on a 10% response rate and the assumption that non-respondents were not interested in the program, included the following: (1) among the respondents, 56% were small business owners, and 35% were considering starting their own business; (2) 62 of the respondents indicated that they would be interested in enrolling in certain courses within the proposed program, while 29 indicated they would enroll in the complete degree credit program; (3) almost two-thirds of the sample preferred evening courses, with Tuesdays and Mondays being the most popular days and Saturdays the least popular; (4) 215 respondents suggested new courses to be added to the curriculum, while 90 suggested alterations to the associate degree program; and (5) respondents offered 58 nominations for the advisory committee and 48 nominations for faculty positions. Projecting survey responses to the 26,000 small businesses in the college district, it was estimated that the new program could attract 130 students per semester and would therefore be very feasible. Attachments include tables, respondents' answers to open-ended questions, and the survey instrument. (JMC)

ED 309 808 JC 890 377

Flaherty, Toni
Follow-Up Study of Dietetic Tech Graduates 1986 and 1987 and 1983 and Prior. Volume XVII, Number 4.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 1 Mar 89

NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; College Graduates; Community Colleges; *Dietitians; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Followup

In spring 1988, a study was conducted at William Rainey Harper College (WRHC), Illinois, to gather follow-up information about graduates of the college's Dietetic Technician program. Questionnaires were mailed to the 16 students who graduated from the program in 1986 and 1987 and to the 76 former students who graduated prior to 1984. Information was requested on the graduates' employment and educational status, salary, experiences in finding their present job, relationship between their job and training, job satisfaction, professional activities, certification status, job duties and assessment of training to perform those duties, and work history. Study findings, based on a 75% response rate from the 1986 and 1987 graduates and a 68% response rate from the prior graduates, included the following: (1) among the pre-1984 graduates, over 75% were currently employed in a field related to dietetic technology and had been employed in those jobs for an average of just under 4 years; (2) of the 1986 and 1987 graduates, all were currently employed and 75% were working in a field related to their training; (3) the major source for finding a job for the 1986 and 1987 graduates was a newspaper ad, while in previous studies, the major placement resource was the coordinator of the Dietetic Technician program; (4) the graduates' salaries tended to be below those of other career alumni, however, all were very satisfied with their jobs; (5) graduates reported that they were very well prepared in the skill areas corresponding to the duties they most frequently performed; and (6) 25% of the recent graduates and 26% of the pre-1984 graduates had continued their education after leaving WRHC. The survey instrument is attached. (AYC)

ED 309 809 JC 890 378

Neuhauser, Carol; And Others
Survey of Need for Expansion of Child Care Services for Harper Employees and Students. Volume XVII, No. 5.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 14 Apr 89

NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Day Care; *Day Care Centers; *Employed Parents; Employee Attitudes; Family Day Care; Needs Assessment; Parents; Personnel Needs; Questionnaires; Scheduling; School Personnel; School Surveys; Student Needs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *William Rainey Harper College IL

In 1989, a study was conducted at William Rainey Harper College (WRHC) to assess the current and potential child care needs of students and staff and to determine whether the early childhood program child care services should be expanded. A survey was mailed to 708 full-time faculty, full-time staff, and part-time staff and to 312 students responsible for children under the age of 12. Study findings, based on a 27% response rate from staff/faculty and a 26% response rate from students, included the following: (1) if services were available at the hours needed, projected clients of WRHC's Child Care Center would include 43 staff/faculty members and 255 students; (2) faculty/staff had the greatest need for child care in the late afternoons, while students needed child care most during the evenings; (3) almost all who had an interest in using the center indicated that they would be willing to pay for part-time care at a rate of $2 per hour; (4) 31 people indicated a need for full-time infant care, 53 for full-time toddler care, 120 for full-time care for 2- to 5-year olds, and 69 for kindergarten; (5) the most frequent problem experienced by those who needed or used child care was getting a child care schedule that matched their work or college schedule; (6) 46.2% of the faculty/staff respondents and 91.9% of the students currently had relatives caring for their children; and (7) students paid an average of $74 a week per child for full-time child care, and an average of $44 per week per child for part-time care. The survey instrument and open-ended comments from the respondents are attached. (ALB)

ED 309 810 JC 890 379

Lucas, John A.
Comparison of Performance and Educational Patterns of Four Ethnic Groups of Students at Harper College. Volume XVII, No. 6.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 May 89
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Age; Asian Americans; Black Achievement; Black Students; College Transfer Students; Community Colleges; Continuing Education; Courses; Enrollment Trends; Grade Point Average; Hispanic Americans; Longitudinal Studies; *Minority Groups; Student Characteristics; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- *William Rainey Harper College IL

As part of an effort by William Rainey Harper College (WRHC) to determine the educational needs of minorities on campus and in the community, a study was conducted of the academic performance of different ethnic groups. Using student transcripts, the longitudinal performances of 100-student samples each of Blacks, Asians, and Hispanics were analyzed for the period between 1976 and 1984, and compared with results from similar studies done on samples of the entire, 90% White, student body. Study findings included the following: (1) overall, Whites earned a higher grade point average (GPA) at WRHC, averaging 2.53, compared to 2.44 for Asians, 2.14 for Hispanics, and 1.98 for Blacks; (2) females earned a higher average GPA than males in all ethnic groups except for Hispanics; (3) 90% of the Asian students, 84% of the Hispanics, 70% of the Blacks, and 60% of the Whites returned to WRHC after their first year of enrollment; (4) in terms of semesters attended, Asians averaged 6.7 semesters, Hispanics 6.3 semesters, Blacks 4.9 semesters, and Whites 4.0 semesters; (5) 22% of the Black students transferred credits from other colleges into WRHC, compared to only 9% of the other students; (6) minorities were more likely to take continuing education courses along with their degree credit courses than were Whites; (7) 44% of the Hispanic students and 36% of the Asian students enrolled in adult educational development or English-as-a-Second-Language courses, compared to only 7% to 9% of the Black and White students; and (8) there were only small age differences across the ethnic groups. (ALB)

ED 309 811 JC 890 380

Holt, Marianne; Flaherty, Toni

Follow-Up Study of 1988 Dental Hygiene Graduates. Volume XVII, No. 7.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 May 89
NOTE- 22p.; For the 1987 follow-up report, see JC 890 375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; College Graduates; Community Colleges; *Dental Hygienists; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Followup
IDENTIFIERS- *William Rainey Harper College IL

In 1989, a follow-up study was conducted of the 1988 graduates of William Rainey Harper College's (WRHC's) Dental Hygiene program in order to measure the quality of the program, explore the need for changes, and substantiate the program's goals for accreditation standards. A survey was mailed to all 27 associate degree graduates, requesting information on their current employment and/or enrollment in school, experiences in finding employment, salary and benefits, tasks performed on the job and quality of their preparation for performing them, level of satisfaction with their chosen profession and their WRHC training, and suggestions for improving the quality of the program. Study findings, based on a 74% response rate, included the following: (1) 18 of the 20 respondents were employed in the dental hygiene field, with 13 working full time; (2) 58% were working in a job setting with only one practitioner, while 42% worked with more than one practitioner; (3) the respondents' search for employment typically involved three interviews, with 30% of the respondents using the local newspaper and 25% using WRHC's placement services to find their jobs; (4) only 5% of the graduates found employment through personal contacts, compared with 56% of the 1987 graduates; (5) 90% of the graduates were paid on an hourly basis, with a median wage of approximately $15 per hour; (6) among those employed in the dental hygiene field, 70% were very satisfied with their chosen profession; (7) graduates reported that they were very well prepared in the skill areas they performed most often; and (8) only three graduates were currently working toward an advanced degree, but 75% of the respondents intended to do so eventually. The survey instrument is attached. (ALB)

ED 309 812　　　　　　　　　　JC 890 381

Wisner, Patricia; And Others
Survey of Interest for Continuing Education among Registered Nurses in the Northwest Suburbs. Volume XVII, No. 8.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 20 Jul 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Community Surveys; Educational Needs; Employment Patterns; Needs Assessment; *Nurses; *Nursing Education; *Professional Continuing Education; Questionnaires; Refresher Courses; Scheduling; Two Year Colleges
IDENTIFIERS- *William Rainey Harper College IL

In 1988, a study was conducted at William Rainey Harper College (WRHC) to assess the needs of registered nurses in the college's service district for continuing education courses, seminars, and workshops. A survey was mailed to 6,228 registered nurses to determine their awareness of and/or past participation in WRHC's continuing education program, their preferences for scheduling and topics, and their employment status. Survey findings, based on a 17% response rate, included the following: (1) 90% of the respondents were already familiar with WRHC's continuing education offerings for nurses, and, of these, 55% learned about the program through the college's "Continuing Education for Nurses" brochure; (2) 60% had attended one or more of WRHC's programs during the past 5 years; (3) those who had never attended cited inconvenient times as the major reason; (4) the higher the level of education the nurses had attained, the more likely they were to have attended continuing education offerings at WRHC; (5) 88% of the respondents were employed in the nursing field, with 44% working full time and 44% working part time; (6) 60% of the respondents were staff nurses and over 50% worked in hospitals; (7) the most popular continuing education topic was career options for nurses, the most popular day for a 1-day seminar was Saturday, and Monday through Thursday evenings were preferred for ongoing courses. Tables detailing survey results and the survey instrument are included. (ALB)

ED 309 813 JC 890 382

Flaherty, Toni; Lucas, John A.
Follow-Up Study of Students Who Stopped Out, 1974-1986. Volume XVIII, No. 1.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Aug 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; *Dropout Characteristics; *Dropouts; Employment Patterns; *Enrollment Influences; Followup Studies; Participant Satisfaction; Reentry Students; *Stopouts; Student Mobility; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- *William Rainey Harper College IL

Since 1974, William Rainey Harper College (WRHC) has conducted 12 surveys of students who dropped out after one or more semesters of attendance without having accumulated 48 credit hours. Each spring and fall from fall 1974 to spring 1987, students who had attended WRHC the previous term, but who were not enrolled for the current term, were surveyed regarding their employment status, educational achievement, reasons for leaving WRHC, and evaluation of various aspects of their experience at the college. A total of 2,255 students were surveyed, in samples ranging from 97 to 316 students, with an overall average response rate of 70.6%. Consolidation of the data from these surveys identified the following findings and trends: (1) the percentage of dropouts who eventually returned to WRHC declined dramatically over the 12-year period, from 35% of the 1974-76 students to only 11% of the 1986 group; (2) the students who did return earned an average of another nine credit hours; (3) the reason most frequently cited by the 1986 respondents for leaving WRHC was that their educational goals had been achieved, although job pressures and transferring to another college were also common explanations; (4) the importance of job pressures as a factor in stopping out seemed to fluctuate with the economic conditions in the state; (5) students who transferred to another college earned an average grade point average of 3.25; however, only 20% of these students were able to transfer all of the credits earned at WRHC; and (6) 80% of the stopouts were employed full time after leaving WRHC. The survey instrument and selected comments are attached. (ALB)

ED 309 814 JC 890 385

Blower, Deborah F.; Parsons, Nancy A.
The Challenge of Experiential Learning.

PUB DATE- May 89
NOTE- 13p.; Paper presented at a conference of the Association of Canadian Community Colleges (Regina, Saskatchewan, May 29-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Community Colleges; *Experience Charts; *Experiential Learning; *Learning Modules; *Portfolios (Background Materials); *Prior Learning; Program Descriptions; Two Year Colleges; Vocational Education
IDENTIFIERS- *Red River Community College MB

The Child Care Services Course (CCSC) at Red River Community College in Manitoba offers an innovative experiential learning component for the first year of a two-year diploma program. To apply for the experiential learning program (ELP), applicants must have 2 years of full-time experience in a children's center or licensed day care home working with children between 12 weeks and 6 years of age, and read at the 10th grade level or higher. Steps in obtaining credit for experiential learning include the following: (1) the student completes a college application, a reading skills test, and a portfolio detailing his/her child care experiences and accomplishments and involvement in professional associations; (2) references are contacted for an assessment of the applicant's experience and abilities; (3) the applicant is informed of the number of transfer credits granted, the competencies to be assessed through the ELP, and the measurement techniques for each competency; (4) the student receives learning modules for each required competency and completes them, often two or three at a time, in a specified order; (5) the student's prior knowledge determines how much additional time he/she must spend to complete assignments in the learning modules and prepare for mastery tests; (6) the student contacts the ELP instructor and arranges a date for testing and the submission of assignments; and (7) after the student has received credit for all of the competencies, he/she has completed the first year of the CCSC and may enroll for the second year. Benefits of the ELP include students' ability to complete the program while working full time, costs based on the number of competencies that are challenged, a self-paced format, and the adaptability to students' schedules, place of residence, and needs. (ALB)

ED 309 815 JC 890 386

Delaware County Community College Business and International Education Program.

Delaware County Community Coll., Media, Pa.

PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Community Colleges; Community Surveys; Curriculum Development; *International Educational Exchange; International Programs; *International Trade; Program Implementation; Questionnaires; *School Business Relationship; Small Businesses; Technical Institutes; Two Year Colleges; Workshops
IDENTIFIERS- Delaware County Community College PA

In 1987, Delaware County Community College (DCCC) initiated the Delaware Valley Trade Enhancement Project, comprising a number of activities to promote the involvement of local firms in international trade. One of the first activities of the Delaware Valley Trade Enhancement project was a survey of over 6,000 small and medium-sized businesses in the area to determine the type of international business programs that would best serve their needs. Survey responses indicated that many of the companies expected to expand their international activities within the next five years and that they wished to enhance their employees' knowledge and skills related to international business. Subsequently, an International Trade Series targeted to small businesses was initiated, including workshops on "Importing/Exporting for the Entrepreneur," "How to Finance Your Exports Using Letters of Credit," and "How to Successfully Ship Your Product for Export." A curriculum development component of the project resulted in the development of two international business courses, in-service programs for business faculty on international trade practices and issues, and the enhancement of the library's collection of materials on international trade. A final aspect of the project focused on strengthening relations with the National Luen-Lin Institute of Technology in Taiwan, the college's "sister institution," and establishing links with Taiwanese trade organizations that could help small firms in Delaware Valley develop export businesses. Appendixes include the business survey instrument, a brochure for DCCC's Small Business Management program, and course syllabi. (JMC)

ED 309 816 JC 890 387

Ireland, Jackie; And Others

The Continuing Mission and Future Role of Community Services and Continuing Education in Community, Technical, and Junior Colleges: A Policy Statement of the National Council on Community Services and Continuing Education.

National Council on Community Services and Continuing Education.

PUB DATE- Jul 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Role; *Community Colleges; *Community Services; *Continuing Education; Educational Trends; Futures (of Society); Institutional Mission; Organizational Objectives; Position Papers; Professional Associations; Two Year Colleges
IDENTIFIERS- *National Council Community Services Continuing Ed

Developed as part of a reexamination of the mission and goals of community services and continuing education, this paper reviews the history of the National Council on Community Services and Continuing Education (NCCSCE), presents the conceptual framework within which the Council developed its 1988 policy statement, provides the statement itself, and offers recommendations for advancing community services/continuing education on a national level. The first section describes the creation of the NCCSCE in January 1969, and efforts made in the past three years to reexamine the Council's role and assess the current and future position of community services/continuing education within the two-year college mission. The next section discusses the programmatic and fiscal status of community services and continuing education, drawing from a 1987 national survey of presidents and administrators. Next, an overview is provided of demographic trends, technological issues, and economic concerns influencing the future direction of the field. The NCCSCE's policy statement is presented next, stressing that the Council "advocates a new scenario that asserts that community services and continuing education (A) be defined in terms of the approach to education necessary to enter the information age of the 21st Century, (B) be a major distinct institutional function, and (C) be provided a stable funding base." Next, recommendations for advancing these goals are directed toward the American Association of Community and Junior Colleges (AACJC), policy makers, two-year colleges, community services/continuing education professionals, and the NCCSCE. The AACJC's policy statement on "Community Services and Continuing Education" and a survey instrument soliciting strategies for policy implementation are attached. (JMC)

ED 309 817 JC 890 388

External Environmental Scan and Forecast, 1989.
Catonsville Community Coll., Md.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; Community Colleges; *Educational Environment; *Educational Trends; *Employment Projections; *Enrollment Projections; Long Range Planning; Organizational Change; Population Trends; Sociocultural Patterns; Two Year Colleges
IDENTIFIERS- *Catonsville Community College MD; *Environmental Scanning

Information on demographic, economic, and educational trends in the United States, in general, and Maryland, in particular, is presented in this report, with special reference to the implications of these trends for Catonsville Community College (CCC). After highlighting major national trends, such as increasing ethnic diversity and growing problems of a "have and have not society," an environmental scan identifies national planning assumptions based on social, economic, regional, and political conditions; technological changes; and patterns in charitable giving among individuals and corporations. The next sections offer: (1) forecasts of population changes, including projected enrollment increases in higher education, especially among minority students; further expansion of industry-based postsecondary education; rapid growth rates in occupations requiring advanced degrees; and population increases in Maryland, especially among older residents; (2) projections of economic and occupational growth, and labor force shortages and needs; (3) expectations of a continuation of the conservative, pro-growth political climate predominant in the U.S., and changes in national values and lifestyles; (4) an assessment of the current status of public schools and the skill levels of their students; (5) an examination of the current status of higher education; and (6) projections about the future of higher education in Maryland and the nation. Following each of these sections, strategies for CCC to follow in response to anticipated changes are recommended. (JMC)

ED 309 818   JC 890 389

Hill, Patrick

The Rationale for Learning Communities and Learning Community Models.

Washington Center for Improving the Quality of Undergraduate Education.
PUB DATE- 85
NOTE- 27p.; Paper presented at the Inaugural Conference on Learning Communities of the Washington Center for Improving the Quality of Undergraduate Education (Olympia, WA, October 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Community Colleges; Courses; Curriculum Problems; Educational Innovation; General Education; Intellectual Disciplines; *Interdisciplinary Approach; *Teaching Methods; *Team Teaching; Two Year Colleges
IDENTIFIERS- *Learning Communities

The learning community movement is a response to several widespread educational problems, including the mismatched expectations of career-oriented students and research- and discipline-oriented faculty; the inadequate amount of intellectual interaction between students and between faculty and students; the lack of coherence among most of the courses taken by students outside of their major; inadequate resources and opportunities for faculty development; and the growing complexity and interdependence of contemporary issues. Learning communities address these problems, and the atomism of the disciplines, by bringing together people with related interests and giving them the opportunity to learn from each other. The term "learning communities" refers to a variety of approaches, including the following: (1) freshman interest groups, such as those operating at the University of Oregon, which involve triads of courses focusing on such topics as "The Human Environment in Art and Architecture" and "Pre-Health Sciences: Biology/Psychology"; (2) learning clusters, such as LaGuardia Community College's "Freedom and Seeing" cluster of linked courses in English composition, research paper writing, introduction to philosophy, and introduction to art; (3) Federated Learning Communities involving three courses linked by a common theme and an integrative seminar taken by the teacher as well as the students; and (4) the Coordinated Study Model, in which teams of three or four faculty members plan the coordinated study of an over-arching theme in blocks of time that accommodate lectures, discussions, field trips, and other activities. (JMC)

ED 309 819 JC 890 390

Harper, Jane
Foreign Languages at Tarrant County Junior College.
PUB DATE- 14 Sep 89

NOTE- 16p.; Paper presented to the Board of Trustees of Tarrant County Junior College District (Hurst, TX, September 14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Second Language Programs; Community Colleges; Educational Needs; Elementary Education; Language Role; *Language Teachers; Program Descriptions; *Second Language Instruction; *Teacher Workshops; Teaching Methods; Two Year Colleges

Even during the 1970's when diminished national interest in foreign language study was reflected in declining enrollments at most colleges, Tarrant County Junior College (TCJC) was able to maintain a vigorous language program by emphasizing oral communication and developing a flexible curriculum. Since 1975, the college has offered its preparatory Languages for Children program for children between the ages of 4 and 12. In addition, TCJC has extensive offerings in language and culture studies through the College for Kids program on the college campus and offers after-school classes in French, German, and Spanish in several local elementary schools. Since 1982, TCJC has also offered special courses and workshops for foreign language teachers from the public and private schools of Texas. The workshops, which focus on language development, instructional methodology, and materials design and development, have been attended by more than 400 teachers. By enhancing the teachers' language and instructional skills, the workshops seek to improve the teaching and learning environment in foreign languages throughout the state and attract more students to long-term language study. Appendixes list the grants received by TCJC's Department of Foreign Languages, provide enrollment data by campus and language, list TCJC's credit and non-credit course offerings, and offer additional informatin on the Languages for Children program. (JMC)

ED 309 820 JC 890 391

Horn, Laura; Carroll, C. Dennis

Enrollment, Completion, Attrition, and Vocational Course-Taking Patterns in Postsecondary Education: A Comparison of 1972 and 1980 High School Graduates Entering Two-Year Institutions. High School and Beyond, National Longitudinal Study of 1972. Survey Report. Contractor Report.

National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Apr 89

NOTE- 40p.; Data Series: HSB/NLS-72/86-9.2.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Persistence; Associate Degrees; College Attendance; Community Colleges; Comparative Analysis; Course Selection (Students); *Dropouts; Educational Trends; *Enrollment Trends; Females; Followup Studies; High School Graduates; Longitudinal Studies; Majors (Students); Males; *Minority Groups; National Surveys; Tables (Data); Two Year Colleges; *Two Year College Students; *Vocational Education

IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972

Information about the educational progress of 1972 high school seniors from the National Longitudinal Study (NLS) and information from the High School and Beyond (HS&B) Study about 1980 high school seniors were analyzed to compare the patterns of enrollment, program completion, dropout rates, and vocational course-taking patterns of members of the 1972 and 1980 cohorts who entered two-year institutions. Study findings included the following: (1) rates of enrollment in two-year colleges were higher in 1980 than in 1972 regardless of sex, race or ethnicity, or parental education; (2) Hispanic students enrolled in two-year colleges at higher rates than Black students in 1972 and at higher rates than either Black or White students in 1980; (3) the HS&B students had lower rates of degree completion than the NLS students among males, White students, affluent students, and students whose parent(s) had a bachelor's degree or higher; (4) dropout rates were higher among 1980 graduates than 1972 graduates regardless of sex, socioeconomic status, or parental education; (5) approximately equal proportions of students entered vocational programs in 1972 and 1980; (6) vocational students had higher overall dropout rates than the whole student body in both groups; (7) while the average number of vocational credits earned remained steady between the NLS and HS&B studies, the average number of academic credits earned dropped; and (8) computer science, business management, business support, marketing and distribution, and communications programs experienced an overall increase in the proportion of students earning credits from 1972 to 1980. (JMC)

ED 309 821 JC 890 392

West, Jerry
The Postsecondary Vocational Education of 1980 High School Seniors: The Two-Year Associate of Arts Degree. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 64p.; Data Series: SP-HSB86/NLS72/86-1.3.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; Attendance Patterns; College Attendance; College Graduates; Community Colleges; Comparative Analysis; *Educational Certificates; High School Graduates; Longitudinal Studies; Majors (Students); National Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972

Data from the postsecondary transcripts of high school seniors included in the High School and Beyond (HS&B) study of the class of 1980 and the National Longitudinal Study (NLS) of the Senior Class of 1972 were analyzed to investigate the participation of students in two-year postsecondary programs. The analyses focused mainly on the characteristics of students who received an associate degree or certificate in a vocational education program within 4 years of high school graduation. Study findings included the following: (1) only 12% of the HS&B graduates who attended any postsecondary institution completed a vocational degree or certificate program; (2) among the 1980 high school seniors who completed a postsecondary program within 4 years of high school graduation, vocational credentials were earned at a rate four times that of academic degrees; (3) HS&B students completed vocational degrees at a higher rate than NLS students, but academic degrees at a lower rate; (4) most associate vocational degrees were completed at public two year colleges; (5) the most popular field of study for vocational program graduates was business, followed by technical and engineering studies and health for associate degree recipients, and trade and industry and health for certificate completers; (6) 40% of all credits earned by vocational degree completers were in academic subjects; (7) students with certificates earned slightly more than half as many credits as students completing vocational degree programs; and (8) the postsecondary credit patterns for those who completed vocational certificate programs and those who completed academic degree programs did not change much between the early to middle 1970's and the early to middle 1980's. Technical notes, date tables, and a classification of postsecondary courses are included in the report. (JMC)

ED 309 822 JC 890 393

Gabe, LiAnne C.

College Preparatory Instruction and Student Persistence at Broward Community College. Institutional Research Report Abstract RR89-14.

Broward Community Coll., Fort Lauderdale, Fla.

PUB DATE- 11 Apr 89

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; College Freshmen; *College Graduates; Community Colleges; *Cutting Scores; Grades (Scholastic); *Outcomes of Education; Program Effectiveness; *Remedial Programs; School Holding Power; Scores; *Student Placement; Two Year Colleges

A study was conducted at Broward Community College (BCC) to determine whether student performance on placement tests and enrollment in college preparatory courses have any bearing on graduation and persistence rates. Using data on first-time students entering BCC in fall 1985 and fall 1986, the study revealed: (1) of the 758 fall 1986 students who passed all placement tests, 61.3% were still enrolled after two years, and 14.5% had graduated; (2) 593 of the fall 1986 freshmen scored below college-level in one skill area; among these students, the 171 students who successfully completed the corresponding college preparatory course had higher graduation and persistence rates than the 422 students who did not take/pass the course; (3) 397 students scored below college-level in two skill areas; of these students, 47.6% of the 210 students who took/passed no college preparatory classes were still enrolled two years later; 64.6% of the 147 students who successfully completed one college prep class were still enrolled; and 80% of the 40 students who passed two college prep classes were still enrolled; (4) combined persistence and graduation rates among students who scored below college-level in three areas were highest for students who successfully completed three college prep classes (85.7%), followed by those who passed two prep classes (77.4%), those who passed one class (62.4%), and those who took/passed no college prep classes (35.6%); and (5) when persistence after three years was examined, graduation rates had increased and overall persistence had decreased. (JMC)

ED 309 823 JC 890 394

Gabe, LiAnne C.
Relating College-Level Course Performance to ASSET Placement Scores. Institutional Research Report Abstract RR89-22.
Broward Community Coll., Fort Lauderdale, Fla.
PUB DATE- 28 Aug 89

NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Community Colleges; Cutting Scores; Grades (Scholastic); Mathematics Instruction; *Outcomes of Education; Predictive Validity; *Remedial Programs; Scores; *Student Placement; Two Year Colleges; Two Year College Students; Writing Instruction

A study was conducted at Broward Community College (BCC) to examine the academic achievement of students who scored below or just above college level on placement examinations and who did not take college preparatory classes. Students who entered BCC for the first time in fall 1986 or fall 1987 intending to obtain a degree or certificate were selected for the study. Course grades in college-level mathematics and writing were compared for students placing below, just above, and well above passing on the ASSET placement test. Study findings included the following: (1) in the writing course, students placing just higher than the passing standard tended to withdraw from class at higher rates than those who scored below passing or those who scored well above passing; (2) 27% of the students who scored below passing on the writing test circumvented remedial writing instruction, enrolled directly in the college-level writing course, and successfully completed the college-level course at a higher rate than students who first took the remedial course; (3) students who scored just above passing on the writing test, and yet took the remedial course, passed the college-level course at a higher rate than students who did not take the remedial course first; and (4) 11% of the students who scored below passing on the mathematics placement test took no remedial courses, and, of these, 32% successfully completed their college-level mathematics course. Based on study findings, it was concluded that mandatory placement into or out of remedial course work based on placement test scores with questionable predictive validity may not be the ideal solution for students. (JMC)

ED 309 824 JC 890 395

Gabe, LiAnne C.
The Projected Impact on Passing Rates of Proposed Changes to the CLAST Passing Standards and Increased CLAST Passing Standards: The Impact on Ethnic Groups. Institutional Research Report Abstracts Numbers RR89-15 and RR89-17.
Broward Community Coll., Fort Lauderdale, Fla.
PUB DATE- 89
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Community Colleges; *Cutting Scores; Educational Legislation; *Ethnic Groups; Scores; Statewide Planning; Student Evaluation; Testing Programs; *Test Results; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test; Florida

When the College Level Academic Skills Test (CLAST) was mandated in Florida, a schedule of incremental increases in the required passing scores was legislated. The 1986 passing standards were scheduled to be increased in 1989. This change was projected to reduce by half the number of students admitted to upper-level status at Florida's colleges. A proposal was put forth by the Commissioner of Education to increase the standards on a more gradual basis. The two reports contained in this document analyze the potential impact of the various proposals on Broward Community College (BCC) students. The first report examines the passing rate of BCC students who took the CLAST in March 1989, utilizing 1986 standards, the Commissioner's proposed interim standards, and the standards originally scheduled for implementation in 1989. The report indicates that under 1986 standards the passing rate for BCC students was 79%. Under the originally proposed standards, this figure would drop to 36.5%, while under the Commissioner's proposal, the passing rate would be 58%. The second report examines the March 1986 CLAST scores by ethnic group. The report indicates that while 86% of BCC's White non-Hispanic students passed all four CLAST subtests, only 59% of the Black non-Hispanic students, 60% of the Hispanic students, and 44% of the Asian students did so. These figures dropped to 64%, 37%, 42%, and 28%, respectively, under the Commissioner's proposed standards and to 41%, 27%, 18%, and 12%, respectively, under the originally proposed 1989 standards. (JMC)

ED 309 825 JC 890 398

Gabe, LiAnne C.
CLAST Results by College Preparatory Experience: Passing Rates under Current and Increased Standards.
Broward Community Coll., Fort Lauderdale, Fla.
PUB DATE- 30 Aug 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Achievement Tests; Community Colleges; Cutting Scores; Educational Testing; *Remedial Programs; *Scores; *Test Results; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test; Florida

A study was conducted at Broward Community College (BCC) to compare the performance on the College Level Academic Skills Test (CLAST) of examinees with college preparatory experience to that of examinees without this experience. Data were drawn from CLAST tapes for the 1988-89 academic year and from BCC's admissions file. Passing rates for each CLAST subtest were calculated for examinees who had successfully completed any college preparatory course and for those who had not. In 1989, the passing rate for both groups combined was 78.7%. However, 87% of the examinees who did not have college preparatory experience passed all four subtests of the CLAST, while only 68% of those who had taken preparatory coursework succeeded in passing all subtests. In order to assess the effects of proposed increases in passing standards, the June 1989 CLAST results were recalculated. The results showed that the more moderate proposed increase would allow only about one-half of all examinees to pass the CLAST. Nearly two-thirds of those examinees who had no college preparatory experience would still pass, in sharp contrast to the 40% passing rate for college preparatory students. If the more stringent set of standards were used, the passing rate would drop to 20% for those with college preparatory experience and to 40% for those without. Graphs showing passing rates by subtest for each set of standards are included. (JMC)

ED 309 826 JC 890 399

Curriculum Guide and Index and Matrix for IRCA ESL Programs.
Comprehensive Adult Student Assessment System, San Diego, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Sep 89
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - General (130)
DESCRIPTORS- Adult Education; Citizenship Education; Curriculum Guides; *English (Second Language); Indexes; Instructional Materials; Language Skills; Matrices; *Minimum Competencies; *Second Language Programs; Student Certification
IDENTIFIERS- *Comprehensive Adult Student Assessment System; *Immigration Reform and Control Act 1986

This curriculum guide for Immigration Reform and Control Act (IRCA) English as a Second Language (ESL) programs lists competencies and resources for ESL and Civics instruction. Section A provides IRCA competency statements for beginning and intermediate levels of ESL instruction which integrate ESL and Civics competencies. The competencies in the IRCA list were selected from the complete set of competencies compiled by the Comprehensive Adult Student Assessment System (CASAS) and are organized into the following categories: Basic Communication, Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law. Using the same categories, section B lists general competencies for ESL/Civics instruction selected from the CASAS list. Section C contains the IRCA Curriculum Index and Matrix, which links specific adult curricula and instructional materials to the ESL/Civics competencies. Section D provides a bibliography of citizenship materials and resources, and video materials considered by CASAS consortium members to be appropriate for IRCA programs. Section E presents a list of seven organizations that can serve as resources in teacher training. Finally, section F indicates the skill levels and possible program placements corresponding to CASAS scores. (JMC)

ED 309 827 JC 890 403

Brint, Steven; Karabel, Jerome

The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985.

PUB DATE- 89
AVAILABLE FROM- Oxford University Press, Inc., 200 Madison Ave., New York, NY 10016 ($24.95).
NOTE- 312p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Access to Education; Case Studies; College Role; *Community Colleges; Curriculum Development; *Educational Development; *Educational History; Educational Opportunities; Educational Responsibility; Liberal Arts; National Surveys; *Politics of Education; Social Influences; Social Structure; State Surveys; *Two Year Colleges; *Vocational Education
IDENTIFIERS- *Massachusetts

Guided by a vision of an ideal educational system that is dedicated to the cultivation of a democratic citizenry, this monograph explores a number of questions about the growth and recent transformation of American junior colleges from liberal arts transfer institutions to providers of terminal vocational training. Chapter 1 examines the role of community colleges in maintaining the existing American social order, arguing that while community colleges chose to "vocationalize" themselves, they did so under powerful structural constraints. Chapters 2 through 4 provide a historical analysis of the origins of the two-year institution, its growth and development, and its transformation to a predominantly vocational institution. Covering specific periods in the history of the two-year college, these chapters trace the spread of community colleges throughout the United States, with particular emphasis on California, the uncontested leader of the national movement for decades. Chapters 5 through 7 offer a detailed case study of the development of community colleges in Massachusetts. Broadly representative of national trends over the past two decades, Massachusett's community colleges illustrate the dynamics of curricular vocationalism. Both national and statewide studies are included to provide an overview of the historical evolution of program preferences and a detailed account of the reactions to these preferences at both the state and the local levels. The final chapter focuses on theoretical implications, examining the original purposes of the community college and the processes through which it was fundamentally transformed. (JMC)

ED 309 828 JC 890 404

Cohen, Arthur M.; Brawer, Florence B.
The American Community College. Second Edition. The Jossey-Bass Higher Education Series.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104 ($25.95).
NOTE- 485p.; For the first edition, see ED 213 469.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) -- ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *College Administration; *College Curriculum; *College Faculty; College Instruction; *College Role; *Community Colleges; Compensatory Education; Educational Finance; Educational History; Educational Objectives; Futures (of Society); General Education; Governance; Liberal Arts; Student Personnel Services; Teaching Methods; Two Year Colleges; *Two Year College Students; Vocational Education

This monograph provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges within the past decade. Chapter 1 identifies the social forces that contributed to the development and expansion of community colleges and the continuing changes in institutional purposes. Chapter 2 examines the shifting patterns of student characteristics and goals, the reasons for the predominance of part-time attendance, participation and achievement among minority students, attrition issues, and recent moves toward student assessment. Chapter 3 draws on national data to illustrate the differences between full- and part-time faculty and discusses issues related to tenure, salary, workload, faculty evaluation, moonlighting, burnout, and job satisfaction. Chapter 4 reviews the changes that have taken place in college management as a result of changes in institutional size, the advent of collective bargaining, reductions in available funds, and changes in governance and control. Chapter 5 describes various funding patterns and their relationship to organizational shifts. Chapter 6 discusses the rise of learning resource centers and the maintenance of stability in instructional forms in spite of the introduction of a host of reproducible instructional media. Chapter 7 considers student personnel functions, including counseling, guidance, recruitment, retention, orientation, and extracurricular activities. Chapter 8 traces the rise of occupational education, as it has moved from a peripheral to a central position in the curriculum. Chapter 9 focuses on remedial and developmental programs and addresses the controversies surrounding student assessment and placement. Chapter 10 deals with adult and continuing education, lifelong learning, and community services. Chapters 11 and 12 examine curricular trends in the liberal arts and general education, highlighting problems and proposing solutions. Chapter 13 addresses the philosophical and practical questions that have been raised about the transfer function and the community college's role in enhancing student progress toward higher degrees. Finally, chapter 14 offers projections based on current trends in student and faculty demographics, college organization, curriculum, instruction, and student services. (JMC)

ED 309 829 JC 890 406

Heiner, Harold G.
Then and Now: The Evolution of a Non-Traditional Institution.
PUB DATE- Sep 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *Centralization; College Role; Community Colleges; *Decentralization; Educational Innovation; Educational Philosophy; *Noncampus Colleges; *Nontraditional Education; *Organizational Change; *School Expansion; Two Year Colleges
IDENTIFIERS- *Whatcom Community College WA

The Whatcom Community College District (WCCD) was created by the Washington State legislature in 1967. With no money available to construct a traditional campus and no evidence that there was a sufficient number of potential students in any case, a non-traditional institution was designed, operating out of rented and borrowed classrooms throughout the district. The adminstration was composed of coordinators and program implementors and the faculty was entirely part-time. Underpinning the college's philosophy was a commitment to instructional techniques designed to reach individuals and small groups of students in ways that would best meet individual needs and learning styles. The advantages of the decentralized, noncampus college included its flexibility, the ease with which classes could be relocated, ample resources, and the lack of restrictions. However, as enrollments grew over the next 10 years, many of these advantages disappeared. Students taking more than one class often had to commute several miles between classes, and it became difficult to find enough rented classrooms to accommodate 2,500 people. Specialized facilities such as labs were also difficult to find, and rentals became less cost effective. Twenty years later, the WCCD now owns facilities, offering most classes in three or four major centers. The college employs an equal mix of full- and part-time faculty, has a traditional administrative structure, and occasionally uses the word "campus" to describe itself. The nontraditional instructional approaches of the 1970s no longer dominate, but have simply joined the menu of learning options available to students. However, in spite of these shifts, the college's educational philosophy and commitment to its students has changed very little. (JMC)

ED 309 830   JC 890 410

Yaklin, Bernard P.
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis: 1974-1986.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- May 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Attendance Patterns; *College Graduates; *College Transfer Students; *Enrollment Trends; Higher Education; Longitudinal Studies; *Minority Groups; State Universities; Student Characteristics; Two Year College Students

In 1987, a study was conducted of the characteristics and graduation rates of students who transferred to the University of California, Davis (UCD), between fall 1974 and spring 1986. The study included all undergraduates who enrolled at UCD with advanced standing, focusing on their academic level at entry, previously attended college, and ethnicity. Major findings of the study included the following: (1) between 1974-75 and 1985-86, the number and percent of transfer students declined from 2,452 students, or 53% of all new UCD students, to 1,466, or 35% of all new students; (2) most of this decline was accounted for by a 51% drop in the number of junior-level transfers; (3) the number of minority transfers increased by 17% from 1974-75 to 1985-86, though underrepresented minority groups (i.e., American Indians, Blacks, Chicanos, Filipinos, and Latinos) increased by less than 7%; (4) 53% of the 1980-81 transfers and 61% of the 1985-86 transfers had attended a California community college; (5) 69% of the transfer students entering UCD between 1974-75 and 1985-86 earned degrees, though the graduation rate of minority transfers was consistently lower than that of majority transfers; (6) students who transferred to UCD as juniors graduated at a higher rate than students who transferred as sophomores; and (7) 63% of the students who entered UCD in 1974-75 as juniors earned degrees in six or fewer quarters; while only 48% of those who entered in 1981-82 attained degrees in this length of time. Enrollment and graduation data are appended. (JMC)

ED 309 831 PS 017 841

Ogletree, Earl J.

A New Interpretation of Speech and Cognitive Development During the First Three Years.

PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Individual Development; Models; *Motor Development; *Neurological Organization; *Physiology; *Speech Communication
IDENTIFIERS- Developmental Patterns; *Konig (Karl); *Steiner (Rudolf)

Relationships between motor and speech development and between speech and cognitive development are considered. Discussion first focuses on issues of motility, speech, and cognition. Brief descriptions of Steiner's postulated six additional senses--of warmth, movement, life, speech or word, thought, and ego--are provided as preparation to the presentation of Konig's theory of language acquisition and cognitive development. Konig's views are presented in sections on the development of speech, the organ of the sense of speech, and the physical organ of the sense of thought. It is argued that: (1) in the course of the first year, the child acquires the sense of speech in connection with the ability to walk upright; (2) the development of the sense of speech begins in the second year and opens the sphere of the word to the child; (3) the sense of thought is developed in the course of learning to speak; and (4) with the awakening of the sense of thought in the third year, the child becomes open to the thought communicated to him/her through the words of other people. Implications of Konig's theory on the acquisition of language and thought are briefly pointed out. (RH)

Neal, Tommy

Termination of Parental Rights.

National Conference of State Legislatures, Denver, CO.
PUB DATE- Apr 89
AVAILABLE FROM- National Conference of State Legislatures, Book Order Department, 1050 17th Street, Suite 2100, Denver, CO 80265.
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Check Lists; Guidelines; *Parent Rights; *Sociocultural Patterns; *State Legislation
IDENTIFIERS- *Best Interests Standards for Child Custody; *Termination of Rights

This report explains the procedure for terminating parental rights and discusses related issues, including grounds for termination, consideration of the child's best interests, and procedural safeguards for the rights of parents. Emerging issues of interest to state legislators are examined. An analysis of involuntary termination of parental rights statutes in all 50 states and Puerto Rico is outlined in Appendices A-1 and A-2. Appendix B provides a checklist for examining major points in termination law. (RH)

ED 309 833 PS 017 930

Cameron, Catherine Ann; And Others
Correlates of Communication Monitoring in the Primary Classroom.
SPONS. AGENCY- New Brunswick Dept. of Education, Fredericton (Canada).; New Brunswick Univ., Fredericton.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; Basic Vocabulary; *Cognitive Processes; *Communication Skills; *Elementary School Students; Foreign Countries; Innovation; Longitudinal Studies; Predictor Variables; Primary Education; *Reader Text Relationship; Reading Skills; Research Methodology; Writing Skills
IDENTIFIERS- *Communication Accuracy; New Brunswick; *Textual Analysis

The relationship of comprehension monitoring to writing was investigated in a multiple-measure, longitudinal study of writing skill development. Subjects were approximately 100 elementary school students who were followed during the first three grades. At the end of first grade, relationships were found between ambiguity detection, reading, and writing. Psychometric measures correlated reading with various degrees of strength, but were poor predictors of writing. Reading was firmly related to writing. At the end of second grade, analyses identified two writing measures, language reception, reading, and additional writing scores as descriptors of communication evaluation. The major contrast between first and second year findings lay in the order of entry of discriminating variables. The similarity of first and second year findings was striking, with several psychometric measures failing to contribute to the equation. In the third year of the study, a novel index of the children's text analysis skills was developed and administered. This consisted of an adventure options story in which a duplicitous guide provides directions with multiple possible intentions. (RH)

ED 309 834 PS 018 057

Child Care. The Philip Morris Companies Inc. Family Survey II. Full Report and Booklet. A Survey of Public Concerns about the State of Children, Existing Child-Care Systems, and the Need for Action.

Harris (Louis) and Associates, Inc., New York, N.Y.

SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 89
AVAILABLE FROM- Family Survey II: Child Care, Philip Morris Companies Inc., 120 Park Avenue, New York, NY 10017 (free of charge).
NOTE- 378p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Costs; Criteria; *Day Care; *Delivery Systems; Early Childhood Education; Employed Parents; Federal Government; *Government Role; National Surveys; *Parent Attitudes; Policy Formation; *Political Attitudes; Questionnaires; Research Methodology; Tables (Data); Teacher Salaries
IDENTIFIERS- *Satisfaction

A survey of public concerns about the state of children, child care systems, and the need for political action was conducted with a sample of 2,009 parents with young children and 2,041 without young children. Findings indicated that most Americans believe children in the U.S. are neglected and that the situation has grown worse. Americans are concerned about the way children under six are cared for while their parents work. They are convinced that the time has come to formulate a national child care policy. By a three to one margin, the public favors federal legislation dealing with child care issues. However, the public is about evenly divided on the issue of paying for new federal expenditures to implement programs called for in new legislation. The public believes that parents must be given the opportunity to choose the way their young children are cared for. Public views on policy formation, governmental role, provider salaries, employer role, care for children of mothers on welfare, and financial assistance to the poor using child care are also reported. This document provides a summary and complete reports of the survey. The summary report discusses background factors, patterns of child care, and the mandate for child care in the United States. The complete report describes the study and reports findings. Appendices include a description of the methodology, 141 pages of tables, and the questionnaire. (RH)

ED 309 835 PS 018 060

Tangney, June Price
Shame-Proneness, Guilt-Proneness, and Interpersonal Processes.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; Children; Cognitive Processes; *Emotional Development; *Emotional Experience; *Empathy; *Interpersonal Relationship; Psychological Patterns
IDENTIFIERS- Developmental Patterns; *Guilt; *Shame

A series of empirical studies explored implications of shame and guilt for interpersonal relationships in childhood and adulthood. Among adults, shame experiences were rated as more painful than guilt experiences, and were clearly related to a desire to hide, to escape from interpersonal contact, and to punish others. Guilt was related to a desire to confess and, to some degree, to make amends. In contrast, older elementary school students' phenomenological ratings of shame and guilt experiences were very similar for the two emotions. Adults showed a strong positive relationship between a tendency to externalize cause or blame and proneness to shame, but no such relationship for proneness to guilt. Among children similar trends were found. When the shared variance between shame and guilt variables was factored out, shame residuals were positively correlated with externalization and guilt residuals were negatively correlated with externalization for children and adults. For adults, proneness to shame was negatively correlated with empathy, while proneness to guilt was positively associated with empathy. Among children, correlations of shame and guilt with empathy were both positive. Implications are discussed. (RH)

ED 309 836 PS 018 073

Altman, Jennifer Schroer
A Review of Empirical Studies on Child Development and the Effect of the Caregiver at Home and in Daycare.
PUB DATE- 28 Jun 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); Comparative Analysis; *Day Care; Early Childhood Education; Literature Reviews; *Preschool Children; Research Needs
IDENTIFIERS- *Home Child Care

Sixteen quantitative studies concerning the adaptive behavior development (ABD) of young children in day care and home care were reviewed. The reviewed literature was grouped into three categories, namely, studies on: (1) mother and home care and ABD; (2) day care and ABD; and (3) mother and home care versus day care and ABD. Research findings were summarized using the chi-square technique. Consistent evidence was found for positive effects of mothers on the adaptive behavior development of their children. Positive results were yielded by studies on mother care and ABD and studies on mother care versus day care and ABD. The chi-square summaries revealed inconsistency in the nonsignificant studies. These data suggest that there is no difference in the effects of day care and home care on the adaptive behavior development of children. Concluding remarks note the need for further research. (RH)

ED 309 837 PS 018 075

Lawler, S. Dianne
Instructional Supervision in Kindergarten Classrooms.
PUB DATE- 17 Apr 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Atlanta, GA, April 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)

Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; *Demography; Early Childhood Education; Educational Practices; *Educational Trends; *Instructional Leadership; *Kindergarten; Public Education; School Activities; *School Supervision

This paper describes issues and trends in kindergarten. There is consensus in early childhood education that a major shift in kindergarten curriculum has led to a focus on continuity of achievement rather than continuity of development. Demographic trends for the 1990's in early childhood education include: (1) increases in the number of children; (2) changes in the ecological context of childhood; (3) increased potential for polarization and conflict; (4) increased tension related to instructional issues; and (5) increased concern about the quality of teaching. In order for teachers to be properly prepared for students, teacher education should reemphasize the qualities of teachers. The demographic changes in society will affect school programs, and instructional leaders will have a role in the process. In order for appropriate supervision to occur in kindergarten classrooms, instructional leaders must become aware of current and forthcoming trends and issues; select teachers with specialized training; support teachers, parents, and children by persistently organizing, implementing, and evaluating developmentally appropriate curricula; observe teachers and have conferences with teachers frequently; and provide staff development. Pre- and post-kindergarten data are appended. The observation instruments, the observation checklist, and the operational definitions for interruptions are attached. (RJC)

ED 309 838 PS 018 082

Gibbs, Elizabeth; And Others

Advanced Child Care Education: A Collaboration of Norwalk Secondary Schools and Norwalk Community College.

Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 15 Jun 88
NOTE- 176p.; Prepared for Norwalk Board of Education and Norwalk Community College.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Development; College Credits; *College Curriculum; Community Colleges; *Coordination; *Course Content; Curriculum Development; Higher Education; High School Students; Program Evaluation; Publicity; *Resource Materials; Secondary Education; *Secondary School Curriculum; Tests
IDENTIFIERS- *Connecticut (Norwalk)

In an effort to align high school and community college child development courses, child care education curriculums of Norwalk Community College and Brien McMahon High School in Norwalk, Connecticut were analyzed. Goals, behavioral objectives, learning activities, acquired skills, methods and materials of instruction, and weekly lesson plans were compared. The alignment allowed high school graduates to enter Norwalk Community College with advanced standing by means of awards of up to 4 1/2 college credits for high school child development courses. In this document, a brief preface is followed by sections that provide: (1) curriculum alignment tables of course content by week and unit; (2) the Norwalk Community College Curriculum, including exams; (3) Norwalk Community College support material; (4) the high school curriculums for Child Development I, Child Development II, and Advanced Child Development, with exams for I and II; and (5) high school support material, a project evaluation, a credits verification letter, and a brochure promoting the high school courses. (RH)

ED 309 839 PS 018 095

Gauvain, Mary
Factors Mediating Social Context, Cognitive Development, and Cognitive Growth.
PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Role; *Cognitive Development; Compliance (Psychology); Cooperation; *Family Influence; *Individual Differences; Parent Child Relationship; *Problem Solving; *Social Influences
IDENTIFIERS- *Mediating Factors

Factors which may play a role in regulating cognitive interaction, and thereby help determine the cognitive opportunities children have when they work with others, are discussed. Discussion focuses first on individual contributions as mediators of joint cognitive activity, and second on the way participants' shared social history may influence the social generation of cognitive opportunity. Findings suggest that the process by which adults, particularly parents, influence children's

learning is not yet clearly established. Nor is it known just what aspects of interpsychological functioning regulate the interactional process and potentially affect the intrapsychological outcome for the child. It is argued that it is time for cognitive developmental research to move beyond the assertion that social context is a mechanism of cognitive development and begin to examine the operations of social context that promote, or perhaps impede, cognitive growth. (RH)

ED 309 840 PS 018 098

Cairns, Beverley D.
Emancipation, Abdication, and Running Away: A Longitudinal Perspective.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *Children; Court Litigation; Family Problems; *Foster Children; Longitudinal Studies; Parent Responsibility; *Runaways; Sex Differences
IDENTIFIERS- *North Carolina; *Statutory Emancipation

The paper reports the results of preliminary analyses of longitudinal data on legally and functionally emancipated children in North Carolina. In North Carolina, children legally achieve emancipation through judicial order, by joining the military, or through marriage. Functionally emancipated children include minor children who live outside the family. The discussion describes characteristics of the sample of 695 children, who were grouped in two cohorts. One cohort began to be tracked when children were in the fourth grade and the other when the children were in the seventh grade. Four categories of functional emancipation are identified; these are based primarily on the living arrangements that subjects formed, outside their original families: with a boyfriend or girlfriend, with a same-age friend, with foster parents or in county homes, or with another relative. About 12 percent of subjects were emancipated in one form or another before they were 18 years old. Findings indicated that these children were less prepared for living on their own than were children who remained at home. In the seventh grade, emancipated girls in particular differed from their peers in socioeconimic status, race, and aggressive behaviors. Excerpts from interviews characterize youth pressured to, or wanting to, leave home, and chaotic family conditions reflecting abdication, rejection, and longing. Descriptive data on runaways is briefly discussed. (RH)

ED 309 841 PS 018 112

Kunkel, Dale; Murray, John
Television, Children, and Social Policy: Pedagogical Perspectives.
PUB DATE- 28 Apr 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Children; College Curriculum; *Course Organization; Federal Legislation; Guidelines; Higher Education; *Mass Media Effects; Programing (Broadcast); *Television Viewing
IDENTIFIERS- *Social Policy

A college-level course about the effects of television on children and the process of social policy formation is described in terms of pedagogical goals, strategies, and perspectives. The proposed course of instruction focuses on three primary areas of study: (1) child-related issues; (2) television-related issues; and (3) policy-related issues. The discussion of child-related issues centers on development of an understanding of the ways in which children watch and learn from television. Discussion of message-related issues deals with the nature and extent of portrayals that hold important implications for possible adverse effects on child viewers, the structure and economics of the broadcast industry, and the intersection of child characteristics and television content. Policy-related issues center on development of an understanding of the fundamental structure of broadcast regulation, on familiarizing students with a historical perspective on past policy actions in the area of children and television, and on the examination of current issues under consideration by policymakers. Instructional resources are identified, and assignments in each of the three primary areas of study are described. (RH)

ED 309 842 PS 018 120

Goodwin, Judy
Interim Report of Full-Day Kindergarten, 1987-1988. Report No. 8834.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- Apr 88
NOTE- 14p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Educational Assessment; *Educational Demand; *Kindergarten; Primary Education; School Districts; *School Space; *Teacher Attitudes; *Teaching Experience
IDENTIFIERS- *Full Day Programs; Pennsylvania (Philadelphia)
This 1987-1988 study was conducted to determine how full-day kindergarten was received in the school district of Philadelphia and to identify strengths and weaknesses of the program. Assessed were principals' and teachers' perceptions of the full-day program, the demand for it, and available space. Principals and teachers viewed full-day kindergarten as one of the most positive initiatives the school district had undertaken. They indicated that, with full-day kindergarten: (1) children were exposed to a more comprehensive program, with a greater richness of experience; (2) teachers had more time to identify the needs of each child and reinforce concepts taught; and (3) children appeared more self-confident and better able to work at grade level. Problems included inadequate aide service, scheduling difficulties, children's restlessness in the afternoon, shortage of supplies and equipment, space problems, the need to revise report cards, and difficulties in generating parent involvement. Districts differed in the percentage of staff who were experienced teachers. About 11 percent of the children who applied for the program could not be accommodated, and were put on waiting lists. (Author/RH)

ED 309 843 PS 018 131

Hoff-Ginsberg, Erika
Effects of Social Class and Interactive Setting on Maternal Speech.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Language Patterns; Language Research; *Mothers; *Parent Child Relationship; Social Class; *Social Differences; *Speech Communication; Speech Habits; Toddlers
IDENTIFIERS- *Dyadic Interaction Analysis; *Situational Context

The speech that upper-middle class mothers used with their young children was compared to that used by working class mothers. Mother-child interaction was recorded in four settings: mealtime, dressing, reading, and playing with toys. Also investigated were mothers' child rearing beliefs and goals. Participants included 33 upper-middle class and 30 working class mother-child dyads. Children were selected to be comparable in level of productive language use. In terms of Roger Brown's stages, all were Stage I speakers. Findings indicated that the working class mothers talked less to their children than did the upper-middle class mothers, and when they talked their speech differed in its functional, discourse, and lexico-syntactic properties. Upper-middle class mothers talked more per unit of time and sustained longer interactions with children. Effects and non-effects of setting support the contention that the press of external factors does not explain observed class differences in the mothers' speech. Differences in beliefs, attitudes, and goals described by mothers were few and without explanatory force. Analyses of the language mothers used in response to interview questions suggested that mothers talk differently to their children because they talk differently to everybody. Concluding remarks speculate on the consequences of class differences in maternal speech. (RH)

Van Scoy, Irma J.
Differences in Teaching between the Primary and Intermediate Grades.
PUB DATE- Mar 89
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; Comparative Analysis; Educational Objectives; Elementary Education; *Grouping (Instructional Purposes); Instructional Materials; *Intermediate Grades; *Primary Education; *Teacher Behavior; Teaching Methods

This paper reports research on differences between teaching in the primary and intermediate grades. Hypotheses concerning differences in teacher behaviors, teacher communications, grouping, teacher control, and types of materials were developed. Six 1st- and 2nd-grade classes and five 4th- and 5th-grade classes were observed for four 45-minute periods, yielding a total of 33 hours of data. In addition, observers, teachers, and five students from each of the 11 classes responded to vignettes depicting classroom situations. Subjects' responses were coded for teacher behaviors, goals, and instructional methods. Analysis of observational data yielded significant differences in five of the nine variations hypothesized. In comparison with teachers in intermediate grades, primary teachers used significantly greater numbers of sanctions, procedural communications, and teacher communications. Primary classrooms also used a greater proportion of small group instruction and concrete materials than did intermediate classrooms. Analysis of subjects' responses to vignettes clarified these findings and added further detail. (Author/RH)

ED 309 845 PS 018 142

New Partnerships: Education's Stake in the Family Support Act of 1988.

American Public Welfare Association, Washington, D.C.; Center for the Study of Social Policy, Washington, DC.; Children's Defense Fund, Washington, D.C.; Council of Chief State School Officers, Washington, D.C.; Grant (W.T.) Foundation, New York, N.Y.

PUB DATE- 89
AVAILABLE FROM- WTG, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541 ($1.00).
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; Comprehensive Programs; Educational Change; *Educational Responsibility; Family Involvement; Federal Government; *Federal Legislation; Government Role; High Risk Students; Local Government; *Low Income Groups; *Poverty; Resource Materials; School Business Relationship; State Government; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Family Support Act 1988

The Family Support Act of 1988 (FSA) provides a means by which federal, state, and local governments can work systematically and comprehensively to provide the support people need to escape poverty. The act mandates that appropriate educational services be made available to at least some welfare recipients as part of the effort to help those receiving public assistance become self-supporting. The document: (1) highlights aspects of the FSA that are relevant to both the education and the public welfare communities; (2) describes the opportunities that FSA offers for both systems to meet their own and shared goals for populations at risk; (3) emphasizes the importance and benefits of collaboration between education and the human services in the implementation of FSA; and (4) offers suggestions that may abet the implementation process. Appended are a summary of the major provisions of the FSA, an overview of the Aid to Families with Dependent Children (AFDC) program, resources for additional information and assistance, and a reference list. (RH)

ED 309 846 PS 018 144

White, Karl R.; And Others
Does Research Support Claims about the Benefits of Involving Parents in Early Intervention Programs?
PUB DATE- 27 Apr 89
NOTE- 53p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Definitions; Disabilities; Disadvantaged; *Early Intervention; Educational Practices; Literature Reviews; *Parent Influence; *Parent Participation; *Parent Role; Program Effectiveness

This paper provides a detailed analysis of evidence concerning benefits of parent involvement in early intervention programs. It is maintained that two dimensions should be considered in defining parent involvement in early intervention programs: (1) the type of activities in which parents engage or the types of resources and assistance which are offered to parents as a function of their involvement; and (2) the attitude and context in which the activities are presented. The six reasons most frequently offered for the importance of parent involvement are summarized. These reasons include the notions that: parents are responsible for the welfare of their children; involved parents provide better political support and advocacy than uninvolved parents; early intervention programs that involve parents are more effective than those which do not; and parent involvement provides benefits to parents and other family members as well as children. Subsequent discussion examines data concerning benefits associated with parent involvement and concludes that there is little evidence for the position that early intervention programs which involve parents will be more effective than those programs which do not. Examined are numerous previous reviews of parent involvement research, nearly 200 early intervention studies and non-intervention studies, and a few experimental studies. Discussion concludes with recommendations for future research and practice. About 65 references are cited. (RH)

ED 309 847 PS 018 159

Responsive Early Childhood Education Program (RECEP).
Goldsboro City Schools, N.C.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Compensatory Education; Economically Disadvantaged; *Language Skills; Learning Centers (Classroom); *Mathematics Skills; Occupational Information; *Primary Education; *Problem Solving; Program Effectiveness; Program Evaluation; School Personnel; *Student Improvement; Volunteers
IDENTIFIERS- *North Carolina (Goldsboro); *Project Follow Through

The Goldsboro City Schools' Responsive Early Childhood Education Program (RECEP) is a program of language, mathematics, and problem-solving for economically disadvantaged children in kindergarten and the primary grades. The project was designed to: (1) increase children's learning of basic language and mathematics skills; (2) develop children's problem-solving abilities; and (3) foster children's positive attitudes toward learning. The program focuses on all aspects of children's learning and development, including instruction, medical and dental health, nutrition, psychological services, social services, staff development, and parent participation. The program includes parent-child learning centers that provide materials for parents to use at home in an effort to help their children master basic skills. Evaluation of program effectiveness indicates that the RECEP significantly improves young school children's attitudes toward academics and academic achievement in the basic skills. In addition, longitudinal studies indicate positive program effects on participants' standardized achievement test performance. Parts of the project have been successfully replicated statewide. This document describes the program, its achievements, its personnel, and their jobs. Budget estimates are provided. (RH)

ED 309 848 PS 018 164

Palmer, Sally E.
The Separation Experiences of Foster Children.

PUB DATE- Mar 89

NOTE- 14p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (New York, NY, March 31-April 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Age Differences; Attachment Behavior; *Emotional Experience; Foreign Countries; *Foster Children; Physiology; *Separation Anxiety
IDENTIFIERS- *Canada; Delay Effect; Denial (Psychology); Regressive Behavior; Self Blame; Symptoms

Reactions of foster children to separation from their families of origin were identified from case materials of 36 Canadian protective service workers. A broad range of reactions was apparent. Discussion focuses on anxiety, regression, physiological symptoms, denial of feelings, persistent attachment to rejecting or unreliable parents, rebellious behavior, delayed expression of feelings, vulnerability to subsequent separations, and self-blame regarding foster status. Concluding discussion briefly addresses the issues of age differences in separation reactions, coping mechanisms and their consequences, and the implications of the observations for Bowlby's theory of separation anxiety and Erikson's model of individual development. (RH)

ED 309 849 PS 018 165

McHale, Susan M.; And Others
Sibling Relationships and Adjustment in Children with Disabled and Nondisabled Brothers and Sisters.
SPONS. AGENCY- March of Dimes Birth Defects Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Children; *Child Responsibility; Comparative Analysis; *Disabilities; *Family Relationship; Individual Differences; Mental Retardation; Mothers; Parent Influence; *Siblings; *Stress Variables

A study was made of relationships between particular family dynamics and the well-being of children with disabled siblings. Attention focused on the relation to children's adjustment of three issues emphasized in the literature: (1) children's family responsibilities, including sibling caregiving and household tasks, which may be more demanding for children with disabled siblings; (2) potential stresses arising from the sibling relationship; and (3) feelings of rivalry that may arise in children due to the preferential treatement disabled siblings appear to receive from parents. A total of 62 youngsters of 8-14 years of age and their mothers were interviewed. Half of the youths had a younger mentally retarded sibling; and half had a younger nondisabled sibling. Findings suggest that children's lives are altered in a number of important ways when they grow up with disabled siblings. Data suggest a picture of resilience rather than of vulnerablity. Although some children may be troubled about extra family responsibilities, sibling conflict, or feelings of jealousy and rivalry, these factors generally did not account for substantial variability in children's adjustment. (RH)

ED 309 850   PS 018 169

James, William H.; Smith, Albert J.
Pre-Teen Bridge Program: Summative Evaluation and Recommendatons.
Washington Univ., Seattle. Center for the Study and Teaching of At-Risk Students.
PUB DATE- Jun 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Skills; Definitions; *Dropout Prevention; Elementary Education; Evaluation Methods; *Formative Evaluation; High Risk Students; *Interpersonal Competence; Preadolescents; Program Evaluation; Program Improvement; Summative Evaluation; *Tutoring
IDENTIFIERS- *PreTeen Bridge Program

This formative evaluation of the Atlantic Street Center's Pre-Teen Bridge Program (P-T Bridge) focused on the academic support and prosocial skill development components of the program. The academic component included one-on-one tutoring, and the prosocial skill component included activities and materials designed to improve social and communication skills. Objectives of the evaluation were to: (1) assess the effectiveness of program activities and materials; (2) recommend activities and materials which should be retained, revised, or dropped; and (3) recommend a design for subsequent summative program evaluation. To gather data, key professionals associated with the P-T Bridge program were observed and interviewed. A total of 21 youths serviced by the program were interviewed, as were several tutors and others familiar with the program. Over 30 studies and reports related to the youth population, and school data on the 25 participants for the period 1988-89, were reviewed. Findings suggest that the academic support and prosocial skill development components must be retained, periodically revised, and evaluated in an on-going manner, if the program model is to have a measurable positive impact. An appendix provides a multidimensional operational definition of at-risk students. (RH)

ED 309 851 PS 018 173

Regulation and Provision of Child Day Care in Virginia: Staff Briefing.
Joint Legislative Audit and Review Commission, Richmond, VA.
PUB DATE- 10 Jul 89
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Educational Quality; *Government Role; *State Programs; State Surveys
IDENTIFIERS- *State Regulation; *Virginia

A mandated study was made of Virginia's roles in child day care regulation and the promotion of high quality care. The primary objectives of the study were to: (1) examine the state's goals in regulating child day care and determine whether changes to the regulatory system were needed to meet those goals; and (2) review the state's role in promoting availablity and quality of care to determine whether additional state initiatives should be considered. Surveyed were 1,820 households, 226 child care centers, 331 children's programs, 310 regulated child day care providers, 53 unregulated family day care homes, 31 licensing specialists, 7 licensing administrators, 13 consumer associations, 84 provider associations, and 15 other states. In addition, research staff visited 73 programs to ascertain the types of child care available and evaluate differences in the types and quality of care. Findings are discussed in terms of child care in Virginia, regulation of child day care in the state, redefinition of the state's regulatory role, reconsideration of the regulatory system, state initiatives for promotion of child care in Virginia, and recommendations. (RH)

ED 309 852 PS 018 176

Visions for Infant/Toddler Care: Guidelines for Professional Caregiving.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 88
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.50).
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Administrators; Child Caregivers; Competency Based Teacher Education; *Day Care; Early Childhood Education; Guidelines; Health; *Individual Development; Infants; Nutrition; *Personnel; Professional Development; Program Administration; *Program Development; Program Evaluation; *Program Implementation; Safety; Toddlers
IDENTIFIERS- Child Development Associate; *Infant Care

This publication aims to help infant/toddler caregivers and directors of infant/toddler programs by outlining the goals and skills needed to work with children during their first three years. The work is divided into two complementary sections, one for directors and one for caregivers. Section I defines the roles of directors of infant and toddler programs and infant care coordinators in terms of program philosophy and goals, professional leadership and staff supervision, daily program implementation, and management decisions. Section II, which focuses on caregivers, describes day-to-day tasks according to the following major goal areas: (1) a safe and healthy learning environment; (2) development of children's competence; (3) establishment of positive child, family, and provider relationships; (4) effective program management; and (5) promotion of professional growth and development. In both sections, the statements of general purpose are defined in terms of more specific core areas of high quality care. (RH)

ED 309 853 PS 018 179

Holt, Dennis M.; And Others
Reading, Movement Education and Music: An Integrated Approach.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Elementary Education; Higher Education; *Holistic Approach; *Integrated Curriculum; Lesson Plans; *Movement Education; *Music Education; *Preservice Teacher Education; *Reading Instruction; Undergraduate Students

This article presents a model developed through a project that was designed to enhance teacher education at the university level. The basic goal of the project was to enable preservice teachers to view the teaching of reading, movement education, and music as a holistic process which encompasses aspects of the school day and emphasizes the development of content understanding, teaching skills, and positive attitudes toward each subject. Affective and cognitive goals were determined. Cognitive goals were divided by subject area, and included skills and content. The curriculum of the reading methods class was based on four structures: (1) one-to-one diagnosis and teaching; (2) small group direct instruction; (3) total group instruction and integration of the disciplines; and (4) total group and individualized instruction. For the movement curriculum, teachers were taught that competent teaching in movement education required the development and mastery of cognitive, psychomotor, and affective understandings. The music curriculum involved the acquisition of music skills, analysis and observation of teaching and learning events, and peer teaching skill development and application. A sample lesson of the integration of the three subject areas is described. (RJC)

ED 309 854 PS 018 181

Wiley, Angela R.; And Others
Situational Differences in the Type of Utterances Mothers Use with Thirteen-Month-Old Children.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Comparative Analysis; Infants; *Interpersonal Communication; *Mothers; *Picture Books; *Toys
IDENTIFIERS- *Maternal Speech; *Situational Effects

Types of utterances used by mothers in two different situations with children 13- to 14.5 months old were compared. A set of toys was provided for free play. The toys were also represented in a picture book. Mothers' utterances were classified into five categories: description, attention focus, language elicitation, label, and behavior regulation. Mothers used proportionally more directives in the free play setting, and more focus and label utterances in the book setting. Mothers' use of a category in one setting did not predict its use in the other. Frequent sequences of utterance types used to engage attention, interact, and change topics appeared in both settings. In book reading, sequences tended to be directed toward labeling and describing, whereas in free play, sequences were frequently organized around a child's action. The two situations differed in the strategies mothers used to maintain task-appropriate behavior. It is concluded that maternal speech may demonstrate ways in which language can be used to encode situation-specific goals and shifts in joint attention. Related materials are appended. (Author/RH)

ED 309 855 PS 018 182

Roth, Dana; And Others
Role of Gender and Birth Status in Mothers-as-Teachers during the Infancy Period.
PUB DATE- Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Early Childhood Education; High Risk Persons; *Infants; Mothers; *Parent Child Relationship; Premature Infants; *Sex Differences; *Teaching Styles

This study examines the role of gender and birth status in the teaching styles of 19 mothers. The infants studied included 3 female and 4 male full-terms and 4 female and 8 male preterms. Each mother-infant dyad was videotaped during three teaching situations: book reading, an unstructured task, and a structured task. Behavior was coded according to a revised version of the Farran Parent-Caregiver Involvement Scale. In addition, psychosocial and cognitive development and mother-child synchrony measures were taken at 5, 13, and 20 months. Analysis of misclassification findings suggests that misclassified preterm males tend to be more similar to full-term males and females than to other preterms. This situation indicates that mothers may organize their teaching styles with their premature male toddlers, mostly by gender. Mothers of full-term males were more directive than mothers of any other group. On every interactive dimension, males received more and better involvement than females. Quality of interaction seemed to be less influenced by developmental level than by gender. (RJC)

ED 309 856 PS 018 183

Developmentally Appropriate Practice: A Guide to Change.

Maine State Dept. of Educational and Cultural Services, Augusta.

PUB DATE- 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Role; Classroom Environment; Classroom Techniques; *Educational Change; *Educational Philosophy; Elementary Education; *Learning Strategies; *Professional Development; Student Evaluation; *Teacher Role
IDENTIFIERS- *Developmentally Appropriate Practice; Developmental Theory

This guide for educators presents an educational continuum encompassing traditional approaches to developmentally appropriate practice. Children, parents, teachers, and the classroom are discussed in terms of resources they provide for the learning experience and the movement towards developmentally appropriate practice. For example, children can share experiences and interests; parents can offer research data about their children, years of experience, and unique combinations of interests and skills; teachers have a body of knowledge and the teaching skills needed to use that knowledge; and the classroom contains accessible materials for spontaneous use and exploration. The continuum of teacher development is presented in terms of philosophy, the environment, instructional strategies, role of the teacher, and classroom management. The role of the administrator is also described as a continuum. The evaluation process in the developmentally appropriate programs focuses on the whole child and can use many different tools. The Maine Educational Assessment is one example of a developmental approach to testing at the state level. Several full-page line-drawings illustrate the booklet. (RJC)

ED 309 857 PS 018 187

Employer Child Care Development Council Report to the Fairfax County Board of Supervisors.

Fairfax County Office for Children, Va.

PUB DATE- 13 Mar 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *County Programs; *Employer Supported Day Care; *Fringe Benefits; Information Services; Organizational Effectiveness; *Organizational Objectives; Program Development; *Program Implementation
IDENTIFIERS- *Public Private Relationship; Virginia (Fairfax)

This report discusses the goals, activities, and recommendations of the Employer Child Care Development Council. An increasing number of businesses in Fairfax county, Virginia are offering some type of child care service as an employee benefit. In January 1987, the Board of Supervisors established the Employer Child Care Development Council as a public and private partnership between government and business designed to help businesses develop child care assistance benefits for their employees. The council was also intended to provide an effective means of reaching decision makers in business and industry. The report describes activities and recommendations of the council in terms of these objectives: (1) to educate the business community regarding trends and options in employer-supported child care and provide technical assistance to businesses planning to use some of the options; (2) to maintain a high profile in the business community in order to promote increased employer participation in child care benefits; (3) to identify incentives and remove barriers in an effort to increase the development of child care centers in business settings; and (4) to advocate for child care in order to increase funding and availability of resources for employers, employees, and the general child care community. (RJC)

ED 309 858   PS 018 189

Child Care in Federal Buildings: GSA Oversight. Hearing before the Government Activities and Transportation Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred First Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 8 Mar 89
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-06195-9, $1.00).
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; *Decision Making; Early Childhood Education; *Federal Government; *Federal Programs; *Government Employees; Hearings; *Program Administration
IDENTIFIERS- Congress 101st

A hearing was held to obtain information about the General Services Administration's (GSA) decision to transfer responsibilities for establishing child care centers in federal buildings from its jurisdiction to that of the Office of Personnel and Management. Testifying before the subcommittee was the Acting General Services Administrator, Richard G. Austin, and Mr. Robert Tobias, the national president of the National Treasury Employees Union. Implications of the transfer are investigated. (RH)

ED 309 859 PS 018 196

Barnhardt, Carol
Historical Status of Elementary Schools in Rural Alaskan Communities 1867-1980.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- May 85
NOTE- 103p.; Photographs may not reproduce clearly. For a preliminary review copy of this report, see ED 204 095.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Bibliographies; *Educational History; Educational Legislation; *Elementary Education; *Indexes; *Maps; *Rural Areas; *State History; State Legislation; Tables (Data)
IDENTIFIERS- *Alaska

This report presents information on the historical status and geographical location of elementary schools in rural Alaskan communities from 1867 to 1980. Section I, a historical perspective, provides a summary of major educational systems in Alaska and a chronological summary of major educational legislation in the state. Section II, which makes up the bulk of the document, is a community chronology or continuous table that lists, in alphabetical order by community, years of school operation, school operating agencies, and sources of the historical information. (This section begins with an explanation of table headings.) Section III offers an index to a map of elementary schools in rural Alaskan communities from 1867-1980. Section IV consists of a bibliography of over 50 citations concerning education in Alaska. Section V provides a partial list of established communities without school histories and a list of unverified geographical communities. A reduced reproduction of the map of rural Alaskan elementary schools is appended. (RH)

VanderVen, Karen

The Relationship between Notions of Caregiving Held by Early Childhood Practitioners and Stages of Career Development.

PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *College Students; Comparative Analysis; *Concept Formation; Early Childhood Education; Higher Education; *Teacher Attitudes; *Teacher Motivation; *Values
IDENTIFIERS- *Career Construct; Career Stages

Research examined the relation of early childhood practitioners' concepts of the purpose and meaning of caregiving to their stage of career development. Research questions included: (1) What are the notions of caregiving held by practitioners in direct and indirect work? (2) Do these concepts of caregiving expand as the practitioners move from direct to indirect career roles? (3) What are practitioners' reasons for entering the field of child care and early childhood education, and is there any relationship between these reasons and the practitioners' perceptions of caregiving? and (4) Is there a values conflict between traditional notions of caregiving and attributes associated with expanded notions of caregiving? A questionnaire was developed and distributed to teachers in an urban Head Start program, attendees at a large annual conference on early childhood education, and students in an undergraduate and graduate program in child development and child care. A total of 65 questionnaires were returned. Findings indicated that the function of care was seen as including nurturing and "growth encouragement." Predominant motivations to enter the field appeared to be closely allied to views of the function of care. Few respondents favored entrepreneurial values in day care. Implications of the findings are discussed. (RH)

ED 309 861 PS 018 200

Clyde, Margaret
Curriculum Decision Making in Australian Early Childhood Settings: Do Early Childhood Teachers Really Plan from a Theoretical Basis?

PUB DATE- Jul 89
NOTE- 9p.; Paper presented at the Annual International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Decision Making; *Early Childhood Education; Educational Philosophy; Educational Research; Educational Theories; Foreign Countries; *Inservice Teacher Education; *Teacher Behavior; Teacher Qualifications; *Theory Practice Relationship
IDENTIFIERS- *Australia

A preliminary study assessed the efficacy of pre-service and in-service early childhood education programs centered on a policy of combining philosophy, theory, and program practice. Questions were designed to: (1) provide data to be used to determine whether early childhood teachers used an understanding of curriculum philosophy and theory as a basis for program planning; (2) generate information related to the topic of program planning; and (3) permit the development of an instrument that could be used throughout the early childhood field as a basis for gathering data for the purpose of enhancing university in-service and pre-service curriculum planning courses. Results of the pilot study supported the notion that some early childhood educators use an understanding of curriculum philosophy and theory as a basis for program planning. Whether this knowledge is related to participants' pre-service or in-service education, or a combination of the two, remains unclear. (RH)

ED 309 862 PS 018 202

Clyde, Margaret

Concerns of the Early Childhood Professional: An Australian Perspective.

PUB DATE- Jul 89

NOTE- 17p.; Paper presented at the Annual International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989). Contains small print, tables may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; *Child Caregivers; Child Neglect; Confidentiality; *Day Care; Early Childhood Education; *Elementary School Teachers; Family School Relationship; Foreign Countries; *Kindergarten; *Teacher Attitudes
IDENTIFIERS- Australia (Victoria); Professional Behavior; *Professional Concerns; *Professional Ethics

A study was conducted to discover the ethical and professional concerns of people working as early childhood professionals in kindergartens and day care centers in Victoria, Australia. A survey was sent to over 50 kindergartens and 50 government-subsidized child care centers within a 100-kilometer radius of central Melbourne. The survey consisted of open-ended and multiple-choice questions relating to critical issues and dilemmas relevant to the early childhood workers' experiences in face-to-face, administrative, and organizational roles. All members of staff in each center were surveyed. Findings, which were remarkably consistent with American data, indicated that there were many concerns which were common throughout the centers. Conflicts with parents emerged as the greatest concern. Preliminary appraisal of the results suggests that many of the dilemmas could be prevented by adequate preparation during pre-service or in-service training of early childhood workers. A small section of the survey is concerned with early childhood workers' attitudes towards working with male early childhood workers. (RH)

ED 309 863 PS 018 203

Swick, Kevin J., Ed.
Readings on Multicultural Learning in Early Childhood Education.
Southern Association on Children Under Six, Little Rock, Ark.
PUB DATE- 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Cultural Influences; Early Childhood Education; Educational Needs; Elementary School Students; English (Second Language); Infants; *Multicultural Education; *Parent Role; *Play; Preschool Children; Reading Instruction; *Second Language Instruction; Teacher Attitudes; Teacher Role; Toddlers

This document presents eight scholarly articles on the multicultural milieu in which children grow and develop. Readings address the following questions: (1) What is culture and how is it formed? (2) How do people develop their cultural orientation? (3) What are some major insights about culture that are critical to the early childhood educator's understanding of learning and development? (4) What roles are important for an effective leader in terms of supporting the development of a multicultural orientation in staff, children, and parents? (5) How can parents be guided toward becoming effective multicultural models for their children? (6) How can teachers improve their cultural sensitivity to the diverse needs of children and families? (7) What are some key multicultural considerations in the development of language and reading programs for young children? (8) What are some educationally and developmentally appropriate strategies for facilitating language development in culturally diverse children? and (9) How can play be used to foster multicultural attitudes and skills in children. Over 125 references are cited. (RH)

ED 309 864 PS 018 204

Camp, Andrea; Moore, Amy J.
Tell the President: Your Family Matters.
Child Care Action Campaign, New York, NY.

PUB DATE- Jun 89
AVAILABLE FROM- Child Care Action Campaign, 99 Hudson Street, Suite 1233, New York, NY 10013 ($10.00).
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Women; Family Problems; Federal Government; Government Role; Mothers; *Parent Attitudes; *Political Attitudes; Questionnaires; *Work Attitudes
IDENTIFIERS- *Family Policy; Magazine Surveys; *Social Policy

This survey, which was part of a campaign designed to draw attention to work and family issues important to Americans, was published simultaneously by 21 national magazines. The purpose of the survey was to obtain opinions on child care needs and family issues from readers of the magazines. Each magazine included a one-page questionnaire in its February or March 1989 issue. A total of 9,782 completed questionnaires were tabulated. Results included the following: (1) respondents wanted their elected officials to make family issues a top priority on the political agenda; (2) almost every respondent supported an employee's right to family leave; (3) respondents supported the provision of some payment during family leave; (4) respondents believed that all American children should have access to quality child care; (5) respondents wanted both government and business to invest in child care programs; (6) child care was viewed as critical to productive work and job opportunities; (7) quality was the most important child care consideration, followed by cost; (8) respondents felt that the federal government should establish minimum health and safety standards and staff-to-child ratios; (9) even respondents without children understood the growing importance of child care; and (10) respondents wanted government to pay more attention to families. Illustrative samples of responses and charts of data are included. (RH)

Infant and Toddler Program Quality Review Instrument.
California State Dept. of Education, Sacramento.
PUB DATE- 88
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; California residents must add sales tax).
NOTE- 31p.; Prepared by the Child Development Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Assessment; *Educational Quality; *Infants; Measurement Techniques; State Programs; *Toddlers
IDENTIFIERS- *California; Infant Care

This program quality review instrument for California's infant and toddler programs focuses on seven functional program components. Components include: (1) philosophy, goals, and objectives; (2) administration; (3) maintenance of a developmental profile on each infant and toddler; (4) provision of a developmental program; (5) parent education and involvement; (6) community resources and involvement; and (7) program evaluation. In assessing the developmental program, the review instrument focuses on the nature of the learning environment; the caregiver's influence on the environment; health, nutrition, language and communication; and emotional, social, physical, cognitive, and creative development. Programs are assessed using indicators and items specified within the functional components, and are rated excellent, good, adequate, or inadequate. If inadequate, programs are required to submit a program improvement plan within 30 days of the program quality review. A glossary of terms used in the instrument is provided. (RH)

ED 309 866 PS 018 209

Family Child Care Program Quality Review Instrument.
California State Dept. of Education, Sacramento.
PUB DATE- 88
AVAILABLE FROM- Bureau of Publications Sales, California State
Department of Education, P.O. Box 271, Sacramento, CA 95802-0271
($2.00; California residents must add sales tax).
NOTE- 18p.; Prepared by the Child Development Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Educational Assessment;
*Educational Quality; *Family Day Care; *Measurement Techniques;
Program Evaluation; State Programs
IDENTIFIERS- *California

This program quality review instrument was designed for use in determining the quality of California's family day care programs in terms of seven functional components. These components included: (1) philosophy, goals, and objectives; (2) administration; (3) identification of the child's and family's needs; (4) home environment; (5) parent education and involvement; (6) community resources and involvement; and (7) program evaluation. The instrument specified for each functional component indicators and items which reviewers could check depending on whether the requirements of the functional component had been met. Verification of the presence and effectiveness of an indicator or item was made through documentation, observation, interview, or a combination of these methods. The instrument used was also designed to be used in self-review, as a teaching tool, and as the basis of planning for program improvement. Programs were rated excellent, good, adequate, or inadequate; if rated inadequate, programs must submit an improvement plan within 30 days of the review. (RH)

ED 309 867 PS 018 210

Center-Based Preschool-Age Program Quality Review Instrument.

California State Dept. of Education, Sacramento.
PUB DATE- 88
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; California residents must add sales tax).
NOTE- 26p.; Prepared by the Child Development Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development Centers; *Day Care; Early Childhood Education; *Educational Assessment; *Educational Quality; *Preschool Evaluation; State Programs
IDENTIFIERS- *California

This revised Program Quality Review Instrument focuses on the evaluation of seven functional components of center-based, preschool-age child development programs in California. The components are: (1) philosophy, goals, and objectives; (2) administration; (3) assessment of child and family; (4) developmental programming; (5) parent education and involvement; (6) community resources and involvement; and (7) evaluation. The component on developmental programming has six areas for evaluation. Indicators and items for use in assessing program quality are specified within components. The instrument identifies the Child Development Division's expectations for program implementation. The instrument is intended for use not only in reviewing program quality, but also in self-review, as a teaching tool, and as a basis for planning program improvement. Verification of program quality is made through documentation, observation, and interviews. Programs are rated excellent, good, adequate, or inadequate; inadequate programs are required to submit a program improvement plan within 30 days of program review. A glossary of terms used in the instrument is provided. (RH)

ED 309 868 PS 018 211

School-Age Parent and Infant Development Program Quality Review Instrument.
California State Dept. of Education, Sacramento.
PUB DATE- 88
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; California residents must add sales tax).
NOTE- 32p.; Prepared by the Child Development Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Early Parenthood; *Educational Assessment; *Educational Quality; *Infants; *Measurement Techniques; *Parent Education; State Programs
IDENTIFIERS- *California

The School-Age Parenting and Infant Development (SAPID) Program Quality Review (PQR) Instrument focuses on multiple uses related to California's SAPID programs. SAPID programs provide: (1) education for the school-age parent, including classes in parenting education, opportunities for career development, and high school graduation; and (2) care and development services for infants of school-age parents, including education, stimulation, health screening and treatment, and other vital provisions designed to meet the physical and emotional needs of infants. The PQR instrument consists of eight components: philosophy, goals, and objectives; administration; developmental profile; developmental programming; parenting education; family and community involvement; support services; and evaluation. Indicators of acceptable standards of program quality are specified within each component. Verification of acceptable standards is made through documentation, observation, or interview. The instrument is intended to be used not only for objective review of program quality, but also for self-review by governing or advisory boards and program staff; as a step-by-step approach to teaching the assessment of program quality; and as the basis for developing program improvement plans. A glossary of terms used in the instrument is provided. (RH)

ED 309 869 PS 018 212

School-Age Program Quality Review Instrument.
California State Dept. of Education, Sacramento.
PUB DATE- 88
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00; California residents must add sales tax).
NOTE- 22p.; Prepared by the Childhood Development Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Educational Assessment; *Educational Quality; Elementary Education; *Measurement Techniques; *School Age Day Care; State Programs
IDENTIFIERS- *California

The School-Age Child Care Program Quality Review Instrument is a compilation of standards designed to measure the quality of a state-funded, center-based child care program for school-age children. These standards were established in compliance with the requirements specified in Sections 8208 and 8463 of California's Education Code. The instrument assesses through observation, documentation, and interviews, the following seven program components: (1) philosophy, goals, and objectives; (2) administration; (3) children's needs, interests, and skills; (4) developmental programming; (5) parent involvement and education; (6) community resources and social services; and (7) program evaluation. The administration component includes three indicators: program management, personnel policies, and staff development. The developmental component contains seven indicators: program documentation, program activities, multicultural curriculum, special needs, personal interactions, materials and equipment, and space management. Depending on the score received, programs are rated excellent, good, adequate, or inadequate. Inadequate programs are required to submit a program improvement plan within 30 calender days of the program quality review. Cross references to Senate Bill 303 and a glossary of terms are appended. (RH)

ED 309 870 PS 018 214

Zbrzezny, Ruth A.
Effects of Extrinsic Rewards on Intrinsic Motivation: Improving Learning in the Elementary Classroom.

PUB DATE- 10 Apr 89
NOTE- 45p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analyses/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; Educational Practices; Elementary Education; Elementary School Curriculum; Literature Reviews; *Motivation Techniques; *Rewards; *Student Improvement; *Student Motivation; *Teacher Role

A literature review focused on ways for teachers to increase students' motivation. A total of 37 annotations were organized in terms of positive and negative effects of rewards on students' motivation, the issue of whether negative effects of rewards can be manipulated to have a positive effect, and suggestions for the classroom teacher on the use of rewards to maximize learning. The literature indicated that: (1) rewards play an essential role in the classroom; (2) tangible rewards decrease intrinsic motivation; (3) rewards for highly motivated children lead to decreased motivation; (4) children begin school with a high intrinsic interest in learning; (5) ways of using rewards determine whether rewards increase or decrease intrinsic interest; (6) children's prior experience with rewards produces differing reactions to rewards; (7) timing of rewards is a central issue; (8) rewards undermine intrinsic motivation and self-esteem when they are administered by a control-oriented person; (9) praise is an effective form of reinforcement; and (10) modeling is an important method of increasing students' intrinsic motivation to learn. The report suggests that teachers should observe students carefully to know when to reward and what kind of reward to use. Recommendations for educational pracatice, a glossary, and a summary of study findings are included. (RH)

ED 309 871 PS 018 215

Wolff, Judith A.

An Annotated Bibliography of the Literature Dealing with the Effectiveness of Using Ability Grouping in the Elementary School Setting K-6.

PUB DATE- Apr 89

NOTE- 42p.; Exit Project, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analyses/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Academic Achievement; Annotated Bibliographies; Educational Practices; *Elementary Education; Friendship; *Grouping (Instructional Purposes); *Kindergarten; Literature Reviews; Self Concept; Student Behavior

A literature review focused on the effectiveness of ability grouping in kindergarten through the sixth grade. A total of 28 annotations were organized in terms of: (1) types of grouping; (2) effects of ability grouping on behavior, self-concept, and friendship; and (3) academic achievement. Several studies found that students assigned to high ability groups obtain an achievement advantage over students in low ability groups. Other studies found that students assigned to low ability groups made little or no gains in achievement. In general, findings regarding the effects of ability grouping on elementary students were not conclusive. Recommendations for educational practice, a glossary, and a summary of study findings are included. (RH)

ED 309 872 PS 018 217

Powell, Douglas R.
Families and Early Childhood Programs. Research Monographs of the National Association for the Education of Young Children, Volume 3.
National Association for the Education of Young Children, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication #142, $6.00).
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Child Rearing; *Developmental Continuity; *Early Childhood Education; *Family (Sociological Unit); *Family School Relationship; *Outcomes of Education; *Parent Education; Parent Participation; Research Needs

This monograph reviews information on relations between families and early childhood programs, and on the operation and effectiveness of parent education and support programs. The introductory chapter provides a framework by setting forth the major rationales for working with parents, by describing recent developments regarding relations between families and early childhood programs, and by identifying persistent problems confronting the early childhood field regarding relations with families. Chapter 2 examines research and theoretical perspectives on continuity between families and early childhood programs. Most recommended practices and rationales regarding collaboration between programs and families stem from concern about the continuity of children's socialization experiences. Three prevailing assumptions about program-family continuity are considered. In Chapter 3, the nature and effects of relations between parents and a variety of early childhood programs are examined. Chapter 4 reviews research on the methods and effects of both home- and center-based programs that attempt to enhance the child-rearing role of families with young children. In Chapter 5, promising directions for program practices and research are suggested. Nearly 250 references are cited. (RH)

ED 309 873 PS 018 223

Nelsen, Mary Jo
Does Training Make a Difference?
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Child Caregivers; *Community Programs; Early Childhood Education; *Family Day Care; *Inservice Teacher Education; *Item Analysis; Pretests Posttests; *Program Effectiveness; *Program Validation; Teacher Improvement; Workshops
IDENTIFIERS- *Texas (San Antonio)

This document reports the findings of an evaluation of the Family Day Care Training and Accreditation Program, a voluntary program for family day care providers in San Antonio, Texas. The program consisted of eight training workshops, home visits, and a validation. Workshop topics included: space to play and learn, health and safety, growth and development, planning an activity program, handling behavior problems, working with parents, business management, and child abuse prevention. The evaluation specifically addressed two questions: (1) To what extent is the training program able to improve the quality of care which participants provide? (2) Are there any weak spots in the workshops which could be improved? An item analysis was made of 62 family day care validations conducted in 1988 using the Harms and Clifford Family Day Care Rating Scale, a measure composed of 36 items in 6 categories: space and furnishings, basic care, language and reasoning, learning activities, social development, and adult needs. Pretest scores obtained during home visits were compared with posttest scores after providers completed a 20-hour training program. Results revealed a significant improvement in scores and indicated improvement in the quality of child care that providers offered after participation in the program. (RH)

ED 309 874 PS 018 225

Ravid, Ruth; Ginsburg, Marvell
The Relationship between Jewish Early Childhood Education and Family Jewish Practices: Phase II.
Metropolitan Chicago Board of Jewish Education, Ill.
PUB DATE- 88
NOTE- 19p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; *Family Life; *Judaism; *Parochial Schools; *Student School Relationship
IDENTIFIERS- *School Influence

The purpose of this study was to investigate changes in the practices of Jewish families which occurred after the first enrollment of a child in a Jewish Early Childhood Center operated by the Board of Jewish Education of Metropolitan Chicago. Participants included 109 families who completed survey questionnaires at the beginning and end of the school year. The questionnaire included four scales measuring levels of family practices in four areas: Holiday Celebration, Home Content, Keeping Kashrut, and Affiliation. Results indicated a significant change in Holiday Celebration and Home Content. The most significant increase was in the celebration of Sabbath, which was observed every week in the centers. No changes were observed in Keeping Kashrut and Affiliation. It was concluded that an early childhood Jewish program which emphasized parent involvement was associated with a significant positive change in the families' Jewish practice. Participating families increased holiday celebrations and acquired more Jewish objects after they enrolled a child in a Jewish Early Childhood Center. (Author/RH)

ED 309 875 PS 018 226

Interstate Child Support Enforcement Laws Digest. URESA Laws--Volumes I and II.
National Inst. for Child Support Enforcement, Chevy Chase, MD.
PUB DATE- 86
NOTE- 1,089p.
LANGUAGE- English
EDRS Price - MF08/PC44 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Support; *Interstate Programs; State Legislation
IDENTIFIERS- *Uniform Reciprocal Enforcement of Support Laws

The first two volumes of the Interstate Child Support Enforcement Laws Digest provide a collection of interstate laws pertaining to child support enforcement. The volumes, like their predecessor, the URESA Laws Digest, represent each state's Uniform Reciprocal Enforcement of Support Acts (URESA), and include a compilation of URESA codes and the case notes from the state's annotated codes. Similar material from the District of Columbia, Guam, Puerto Rico, and the Virgin Islands is included. The volumes provide original state laws as well as statutes enacted or amended since the publication of the URESA Laws Digest in October, 1984. Also provided are annotations of new cases that interpret state URESA laws and older cases and statutes that were omitted from the URESA Laws Digest. The compilation enables prosecutors and caseworkers to find the most current law for any of the 54 jurisdictions. It is organized for easy access to particular sections of a state's code. Material on each state is preceded by a table of contents linking sections of the state's code by number and heading to a page number in the digest. (RH)

ED 309 876 PS 018 227

Popwell, Emma P.; And Others
The Educational Benefits of the Title IV-A/XX/SSBG Day Care Program for Students in the Atlanta Public Schools. Report No. 3, Vol. 22, 1/88.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
SPONS. AGENCY- Georgia State Dept. of Human Resources, Atlanta.
PUB DATE- 31 Aug 87
NOTE- 144p.; Title on front cover page is "The Educational Benefits of Day Care."
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Cross Sectional Studies; *Day Care; Early Childhood Education; Elementary School Students; Kindergarten Children; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Proprietary Schools; *Public Schools; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Georgia (Atlanta)

The educational benefits for children served in day care programs funded from Title IV-A, Title XX, and the Social Services Block Grant (SSBG) through a contractual agreement with the Georgia Department of Human Resources, Division of Family and Children Services, Day Care Unit were examined. The study used a follow-back strategy to conduct a comparative analysis of school and nonschool achievement variables for students in three groups: those in the Atlanta Public Schools Title IV-A/XX/SSBG day care program, those in non-Atlanta Public Schools day care programs, and those who had no day care or less than 6 months of day care before entering kindergarten in the Atlanta Public Schools. The indices of school achievement were the total reading and total mathematics content areas of the California Achievement Tests. School achievement was measured for the school years 1980-81 to 1984-85 and for the kindergarten classes in 1985-86 and 1986-87. Other variables included preassessment at kindergarten entry, patterns of promotion and retention, selection for compensatory education, placement in the program for exceptional children, trends of mobility and stability in school attendance, socioeconomic indices associated with school transfers and withdrawals, and the schools' holding power from kindergarten to graduation. Significant differences between day care and no day care groups were found. Similar results were obtained in an analysis of reading and mathematics achievement for students in 22 of the 23 Atlanta Public Schools that operate Title IV-A/XX/SSBG programs. (RH)

ED 309 877 PS 018 228

Nunnelley, Jeanette C.; Hublar, Karen

Evaluation of Transitional Financial Assistance for Child Care Services for JTPA/PIC Recipients.

PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Women; *Financial Support; *Mothers; Program Effectiveness; Program Evaluation; *Training Allowances; *Transitional Programs

A total of 195 clients of the Community Coordinated Child Care (4-C) Private Industry Council's (PIC) transitional child care assistance program were interviewed in an effort to evaluate the effectiveness of the program. The program was designed to allow participants the opportunity to succeed on the job and to continue to receive help in paying for child care. Information on the demographics of recipients and their families, length of training programs, wages, work schedules, and other variables was obtained. Findings indicated that the most successful clients tended to have participated in longer training programs, have fewer but younger children, be married, have worked more than 30 hours per week, and have earned more than $4.00 per hour. Those least successful were more likely to have received Aid for Families with Dependent Children (AFDC) when beginning their training programs. It was concluded that: (1) the program should be continued and studied further; (2) PIC participants with children needed careful counseling about wages and work schedules before accepting their first position after a training program; (3) intense case management of clients receiving AFDC would help enhance success rates; (4) the relationship between length of training programs and ultimate self-sufficiency warranted further examination; and (5) the study had particular significance for welfare reform. (Author/RH)

ED 309 878 PS 018 233

Hart, Craig H.; And Others
Maternal Employment: Relations with Maternal Disciplinary Styles and Children's Peer Status.
PUB DATE- Apr 89
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Discipline; Elementary Education; Elementary School Students; *Employed Parents; Grade 1; Grade 4; *Induction; *Mothers; *Parent Influence; *Peer Acceptance; Sex Differences
IDENTIFIERS- *Power

This study investigated: (1) differences in disciplinary styles of full-time, part-time, and nonemployed mothers of older and younger children; and (2) interactive effects of maternal employment status and disciplinary styles on children's peer status. Participants were 144 mothers of 59 first graders and 85 fourth graders who responded to 6 hypothetical situations that would require them to discipline their child. Sociometric testing was conducted with the children. No differences in disciplinary styles were found to be functions of maternal employment status. Results indicated that mothers who were employed full-time tended to be more "power-assertive" with first-grade boys than were part-time and nonemployed mothers of first-grade boys. Maternal employment factors were not found to be directly related to children's peer status. These findings suggest that maternal employment factors may work in combination with disciplinary styles to produce differential effects for boys and girls. Full-time employed mothers who were more "power-assertive" tended to have boys who experienced more rejection by peers than boys of more "power-assertive" part-time and nonemployed mothers. Nonemployed mothers who were more "power-assertive" tended to have girls who experienced more rejection by their peers than girls of more "power-assertive" part-time and full-time employed mothers. (RH)

ED 309 879 PS 018 235

Condry, John; Freund, Susan
Discriminating Real from Make-Believe on Television: A Developmental Study.
Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.
PUB DATE- Apr 89
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Classification; *Cognitive Ability; Comparative Analysis; Comprehension; *Concept Formation; Elementary Education; *Elementary School Students; Fiction; *Programing (Broadcast); Realism; *Television

In order to determine when children distinguish the real from the fictional in television programing, 170 adults and 157 children from 2nd, 4th, and 6th grades were shown 40 "bits" of television, each 5 seconds in length and representative of a wide range of program types. Subjects were asked to classify as real or make-believe 18 "factual" bits, 18 "fictional" bits, and 4 commercials. Findings revealed that even the youngest subjects were able to differentiate clearly fictional from clearly factual material. However, second graders had difficulty with material that was dramatic but realistic, such as evening drama and situation comedies. Fourth and sixth graders were significantly more accurate than second graders in making such judgments. Although second and fourth graders were better able to judge fiction than fact, sixth graders, like adults, were equally good at distinguishing these two dimensions. Results suggest that while children have some ability to distinguish fact from fiction early in life, they appear to develop schema for understanding fantasy before thev come to understand the category of factual or real. Judgments of reality are more difficult, take longer, and require a wider knowledge of television and the real world than judgments of make-believe. (Author/RH)

ED 309 880 PS 018 236

Lee, Valerie E.; And Others
Are Head Start Effects Sustained? A Longitudinal Followup Comparison of Disadvantaged Children Attending Head Start, No Preschool, and Other Preschool Programs.
PUB DATE- May 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Youth; Cognitive Ability; Comparative Analysis; *Compensatory Education; Early Childhood Education; *Economically Disadvantaged; *Followup Studies; Grade 1; Interpersonal Competence; Kindergarten; Longitudinal Studies; *Low Achievement; *Preschool Education; *Program Effectiveness; Verbal Ability
IDENTIFIERS- *Project Head Start

This study investigated the sustained effects of Project Head Start for disadvantaged, black children in kindergarten and first grade. Participation in Head Start was compared to other forms of preschool experience and no preschool experience for disadvantaged children in two American cities in 1969-1970. Both preprogram background and cognitive differences were controlled in a covariance analysis design that used dependent measures in the cognitive, verbal, and social domains. Findings indicated that children who attended Head Start maintained educationally substantive gains in general cognitive and analytic ability, especially when compared to children without preschool experience. These effects were not as large as those found immediately after the Head Start intervention. Findings suggest an effect of preschool, rather than of Head Start per se. Initial findings of greater effectiveness of Head Start for children of below-average initial ability were reduced but not reversed. It is concluded that the diminuition of effects over time, especially for low-ability children, may reflect differences in quality of subsequent schooling or home environment. Nearly 60 references are cited. (RH)

ED 309 881   PS 018 237

Dawson, Marcella
Minority Student Performance: Is the Montessori Magnet School Effective?
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Black Youth; Elementary Education; *Elementary School Students; Hispanic Americans; *Magnet Schools; *Minority Group Children; Program Effectiveness
IDENTIFIERS- *Montessori Schools; *Texas (Houston)

Available scores from the Iowa Test of Basic Skills and Metropolitan Achievement Test-6 tests, administered between 1984 and 1988 to 88 students enrolled in a Montessori magnet program in the Houston Independent School District, were statistically analyzed. The t test for independent samples was computed to determine if minority students' scores differed significantly from test norms and district means. The study also computed analysis of variance in an effort to identify significant internal variance. Students in the subject population consisted of three cohorts: student were 31 percent Black, 26 percent Hispanic, and 39 percent White. Score analysis indicated that test performance of minority students in the Montessori magnet program was significantly higher than either the test norms or district means. The study concluded that Hispanic and Black students who have been enrolled in a Montessori magnet program for a year or more have impressive academic advantages. The students demonstrated mastery of subject material, measured by standardized tests, in all subtest areas. However, while the Montessori program has reduced deficiencies in minority achievement, it has not eliminated them. Even after several years in a Montessori program, race-related differences in student performance remain. Over 90 references are cited. (RH)

ED 309 882 PS 018 240

Johnson, Emily
Relations between Teaching Behaviors and Maternal Beliefs in Adolescent and Young Adult Mothers.
PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Adults; Age Differences; *Beliefs; Child Rearing; Comparative Analysis; Locus of Control; *Mothers; Parent Attitudes; *Parent Child Relationship; Parent Influence; *Teaching Methods
IDENTIFIERS- Positive Attitudes

This study examined teaching interactions of single adolescent and young adult mothers during a structured teaching task with their infants. A total of 25 adolescent and 25 adult single mothers were videotaped during 4-minute teaching sessions with their 4-month-old infants in their homes. Investigators rated maternal teaching strategies and the affective climate provided by mothers during the teaching task. Mothers also completed questionnaires that included measures of locus of control, child rearing beliefs, perceived influence on child outcomes, and a positive outlook for their child's future. Results suggested that adolescent and adult mothers who felt that their lives were controlled by external factors or who held authoritarian beliefs about parenting performed less well while teaching their infants than did mothers who held less authoritarian beliefs about parenting. Perceived parental influence on child outcomes correlated positively with teaching interactions in both groups. Regression analyses indicated that belief in chance occurences and perceived parental influence on child outcomes were the best predictors of teaching interactions among adolescents. Authoritarian beliefs about parenting were the best predictor of teaching interactions among adults. (RH)

ED 309 883 PS 018 241

Weinberg, M. Katherine; And Others

Facial Expressions of Emotion and Social and Object Oriented Behavior Are Specifically Related in 6-Month-Old Infants.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Apr 89

NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; *Communication (Thought Transfer); *Facial Expressions; *Infant Behavior; *Infants; Mothers; Videotape Recordings

IDENTIFIERS- Dyadic Interaction Analysis; *Facial Configuration

The purpose of this study was to empirically corroborate the hypothesis of Campos and Izard that the organized quality of infant emotion functions as a predominant means of communication during infancy. The study was designed to determine whether 6-month-old infants' facial expressions of emotion "systematically co-occur" with specific behaviors to form coherent affective action configurations. Participants were 50 mother-infant dyads who were videotaped during face-to-face interactions. Infants' facial expressions of emotion were coded using Izard's AFFEX system. Infants' behavior was coded for social engagement, object engagement, signals and solicitations, distress behaviors, and self-comforting. Four affective action configurations were identified. Each was characterized by particular behaviors in association with a particular facial expression. Configurations were coherently organized and significantly different from each other. These results support Campos and Izard's hypothesis. It is suggested that the affective action configurations convey different messages regarding the infants' emotional states and engagement with people and objects. Furthermore, it is suggested that the use of traditional emotional terms to label these affective action configurations may be misleading and limiting. (Author/RH)

ED 309 884 PS 018 243

Ray, Brian D.
An Overview of Home Schooling in the United States: Its Growth and Development and Future Challenges.
PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Family Characteristics; Family School Relationship; *Futures (of Society); *Home Schooling; Nontraditional Education; Political Attitudes; Religious Factors

In view of the fact that in the past decade parents have increasingly begun to educate their children at home, this paper aims to provide an overview of home schooling in the United States. The paper reviews the history of home schooling, describes the characteristics of families involved in home schooling, and discusses the future of home schooling in this country. While today's home schooling movement can be traced to antecedents in the alternative education and deschooling movements of the 1960s and 1970s, the primary motivation for home schoolers today is their desire to teach Christian values to their children.
Characteristics of home schooling families and families that send their children to conventional schools are not very different. Concluding discussion focuses on aspects of three domains that will affect home education in the future: (1) the nature of future research on home schooling; (2) the consequences of responses of advocates of conventional schools, both public and private, to home education; and (3) what might be done to help parents provide the best education for their children if home schooling is accepted as a valid educational alternative. (RH)

ED 309 885 PS 018 244

Talwar, Rachna; And Others

Early Adolescent Temperament and Academic Competence: Tests of "Direct Effects" and Developmental Contextual Models.

PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Comparative Analysis; Elementary School Students; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Models; Path Analysis; *Personality; *Preadolescents; *Social Influences; Stress Variables
IDENTIFIERS- *Context Effect

Temperament and objective and subjective measures of academic competence were interrelated in order to test two alternative models: (1) a direct effects model stressing intraorganismic, noncontextually mediated links; and (2) a developmental contextual model emphasizing social interactional processes between students and teachers. Data from the Pennsylvania Early Adolescent Transitions Study were also used in the test. Results of LISREL analyses, both at the end of grade 6 and the end of grade 7, supported the developmental contextual model, and indicated that there were significant paths between second-order temperament factors and teachers' ratings of students' academic competence. In turn, these ratings were related to students' self-rated competence, to grade 6 and 7 grade point averages, and to grade 6 scores on a standardized achievement test. In sum, individual differences in developmental change occurred by means of person-context relations evoked by a person's characteristics of individuality. Findings are discussed in regard to the possible role of temperament in moderating early adolescent coping. (RH)

ED 309 886 PS 018 261

Williams, Helen; McBride, Noelene
Alternative Practicum Support Services: Developmentally Appropriate Practice for Early Childhood Teacher Education Students.
PUB DATE- Jul 89
NOTE- 19p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Early Childhood Education; Foreign Countries; Higher Education; *Practicum Supervision; *Program Effectiveness; Program Evaluation; *Program Improvement; Student Attitudes; Teacher Education; *Workshops
IDENTIFIERS- *Australia (Queensland)

This paper reports the opinions of Australian second- and third-year early childhood education students concerning the benefits of a collegial support program designed to assist professional development by improving the quality of practicum supervision. It was expected that as a result of improved supervision, students would experience increased learning about teaching, improved interpersonal relationships with peers and college staff, enhanced self-esteem, and increased social support. Fifty student teachers in both urban and rural centers were included in the program. Before and during their practicums, students were involved in a series of workshops, which were attended, on the average, by 10 students and 1 staff member. Students' views of the effectiveness of the program were elicited by questionnaires and interviews. Students also kept a reflective diary throughout the practicum. The following trends were apparent in the workshops: open communication skills, conflict management techniques, increased critical self-reflection, a common shared language, and support groups mechanisms. Favorable responses from students indicated that the program should be continued and possibly extended. (RH)

ED 309 887 PS 018 266

Ueda, Reiko
Longitudinal Study of Developmental Problems of Children: Comparison between Japan and U.S.A.
PUB DATE- Jul 89
NOTE- 24p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; *Behavior Problems; Child Development; Comparative Analysis; Cross Cultural Studies; Family Characteristics; Family Relationship; Foreign Countries; Individual Characteristics; Longitudinal Studies; Personality; *Sex Differences; Siblings
IDENTIFIERS- Developmental Patterns; *Enuresis; Japan; *Nailbiting

Two studies investigated behavioral problems in childhood. Study 1 longitudinally investigated similarities and differences in enuresis and nailbiting among Japanese and American children. Incidences of enuresis decreased as subjects' age increased. Socio-cultural and family tolerance were related to incidences of nailbiting. In Study 2, changes in behavioral problems of 1- to 17-year-old children and determining factors were investigated. Findings indicated that quantities and qualities of behavioral problems changed with children's development. In the process of change, both child and environmental factors contributed dynamically. These factors included family attributes in preschool years, school life and sibling relationship in school years, and temperament and character in adolescence. It is concluded that findings reveal a need for a comprehensive developmental approach to the behavioral problems of children that takes into consideration family, school, and community contexts. Four figures and six tables are included. (RH)

ED 309 888 PS 018 269

Savage, Maureen
Teaching and Learning Revisited by Practising Pre-School Teachers.
PUB DATE- Jul 89
NOTE- 20p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Strategies; Foreign Countries; Preschool Education; *Preschool Teachers; *Professional Continuing Education; *Professional Training; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- Australia (Victoria); *Reflection Methodology

This paper discusses problems of course and curriculum construction for a course for students at the Phillip Institute of Technology, Victoria, Australia, who were also practicing teachers. Since 1985 the early childhood staff at the institute have worked with groups of teachers who were employed in early childhood centers but whose previous studies were not recognized as being adequate for registration. In order to accommodate these students, a format was created in which students attended classes on campus one day a month, and worked alone, by telephone contact, and with small local self-help groups, the rest of the time. The model for the students' training was based on a tripartite view of professional expertise--technical skills, the application of theory and general principles, and critical analysis--enveloped by reflective thought and deliberate action. Students were expected to have a certain level of technical skills upon entering the program. Their previous training provided them with some general educational theory and principles and some techniques of critical analysis. The course concentrated on deliberate action and reflective thought. Units of the course covered child development, curriculum theory, the child in society, and individual projects. (RJC)

ED 309 889   PS 018 279

Head Start: Information on Sponsoring Organizations and Center Facilities. Fact Sheet for the Chairman, Committee on Labor and Human Resources, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE- Jul 89
AVAILABLE FROM- U.S. General Accounting Office, Superintendent of Documents, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies, free. Additional copies, $2 each. Prepay by cash, check, or money order).
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational Facilities; National Surveys; *Private Agencies; *Public Agencies; Questionnaires; *Religious Organizations
IDENTIFIERS- *Project Head Start

This GAO fact sheet provides information on public and private organizations that operate local Head Start programs and the kinds of facilities used for Head Start programs. Particular emphasis is placed on the number of Head Start programs that are operated by or use the facilities of churches, synagogues, or other religious organizations. Data were collected by means of a questionnaire sent to the 1,835 grantees and delegate agencies that operated centers in the school year 1987-88. A total of 94 percent of those in a random sample of 750 responded. Data indicated that 454 of 10,842 centers were operated by religious organizations. Of the 454, a total of 187 used facilities in churches, synagogues, or other religious organizations. The other centers operated by religious organizations primarily used government agency space, private space, public schools, and other facilities, such as community centers. While more Head Start centers used public schools or public school space than other kinds of facilities, significant numbers of centers used government agency, religious organization, or privately owned space. Of centers using facilities in religious organizations, most were sponsored by community action agencies and private, nonprofit organizations. The GAO questionnaire and related statistical information are provided in appendices. (RH)

ED 309 890   PS 018 281

Dickerson, Mary P.
Designing an Instructional Program To Meet the Individual Needs of Kindergarten Children.
PUB DATE- 89
NOTE- 44p.; Ed.D Practicum Report, Nova University.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; English Instruction; *Individualized Instruction; *Kindergarten; *Learning Centers (Classroom); Mathematics Instruction; Nutrition; Primary Education

A kindergarten teacher used a classroom learning center approach to design and implement a practicum establishing a child-centered learning environment in her classroom. Several learning centers, including centers for math, language arts, and nutrition, were set up. Twenty-three children received individual assignments through the use of file folders. Centers allowed children to move freely as they performed tasks and met the goals set for them. A reward system was established to motivate children to finish tasks in an acceptable manner. Simple rules, which were enforced at all times, were used in monitoring children's behavior. Instructional materials were coordinated with state and local curriculum requirements. Several checklists were developed and used to assess children's learning. Practicum evaluation data indicated positive results. Mastery was achieved in several areas of instruction by the end of the 12 weeks of implementation. Documentation forms and evaluation instruments are appended. (RH)

ED 309 891 RC 017 165

Huff, Dan; Johnson, David
The New Vagabonds? Homelessness Outside the Megalopolis.

PUB DATE- 88
NOTE- 33p.; Paper presented at the Annual Meeting of the National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; American Indians; Community Surveys; *Homeless People; Interviews; *Low Income Groups; Poverty; Unemployment; Urban American Indians; Urban Areas
IDENTIFIERS- Idaho (Boise)

This paper reports results of a survey of 47 homeless adults, interviewed in Ada County, Idaho. Most respondents were male, white, currently single, with no religious preference. The mean number of years of formal education was 11.6. Seventeen percent of the sample were American Indians. Ninety-three percent were unemployed. Twenty-five percent of respondents' income went to purchase alcohol, although almost 40% spent no money on alcohol. One-third reported a physical handicap, one in six had spent time in a mental hospital, almost half had been in a detoxification center, and 75% had served time in jail. Thirty-nine percent reported using illegal drugs, particularly marijuana. Two-thirds of respondents seldom or never see members of their family of origin; most never saw their family of procreation. Compared to studies from larger urban areas, this population was more transient, had a higher unemployment rate, contained a high proportion of American Indians, and had more difficulty with the criminal justice system. This report concludes that this sample of homeless people seems to represent individuals with relatively normal values and backgrounds who have experienced abnormally high emotional stress without social connections or mental stability to help them cope with such stress. This report contains 10 tables and 16 references. (DHP)

ED 309 892 RC 017 166

Goniwiecha, Mark C.
Alaska Natives: A Guide to Current Reference Sources in the Rasmuson Library. The Elmer E. Rasmuson Library Occasional Papers No. 10.
Alaska Univ., Fairbanks. Elmer E. Rasmuson Library.
PUB DATE- 85
NOTE- 85p.; Contains some light type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alaska Natives; Annotated Bibliographies; Art; Athapascan Languages; Education; Eskimo Aleut Languages; *Eskimos; Intergroup Relations; Laws; Library Catalogs; *Library Collections; *Library Materials; Literature; Nonprint Media; *Reference Materials; Social Sciences
IDENTIFIERS- Native Americans; *University of Alaska Rasmuson Library

This guide describes reference materials concerning Alaska natives available in the Rasmuson Library at the University of Alaska at Fairbanks. It covers separately published reference sources. The guide includes: significant bibliographies; guides to sources; indexes; dictionaries; almanacs; directories; guides to manuscripts and photographs; and a few texts, reviews, and position papers. Each individual item cited includes: a complete bibliographic citation, consisting of an assigned entry or item number; author (or editor) and title; place of publication; publisher; date of publication; number of pages; and brief annotation. Location codes or call numbers are listed for copies located in the Rasmuson Library collections. The introduction discusses search methods and strategies, using the microfiche and card catalogs, and related Library of Congress subject headings. Sources are categorized as: general bibliographical and reference sources; specific native groups; natives and the land; natives and the law; social relations; anthropology, ethnology, and archeology; historical, biographical, and archival sources; native language sources; native literature and art; nonprint materials; education and career materials; periodical sources; almanacs and statistical sources; and directories. This annotated bibliography contains 116 references and an index. (DHP)

Oversight Hearing on Hispanic Employment. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 16, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 87

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington DC 20402.

NOTE- 92p.; Serial No. 100-40. Some pages of fine print may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Access to Education; Affirmative Action; Civil Rights; Civil Rights Legislation; *Equal Education; *Equal Opportunities (Jobs); *Hispanic Americans; *Nondiscriminatory Education; *Racial Discrimination; Second Language Learning

IDENTIFIERS- Congress 100th; National Aeronautics and Space Administration; Testimony

This document reports the oral and written testimony of five witnesses who discussed the employment status of Hispanics in the American workplace. Testimony centered around the fact that, while the Hispanic population is growing, Hispanic Americans continue to lag in their participation in the U.S. workforce. Witnesses testified to the importance of education and employment programs designed to close this gap. Among the topics mentioned were the Hispanic dropout rate, job training programs, affirmative action, and language education. All the witnesses spoke generally against job discrimination and for equal opportunity for Hispanics in education and the workplace. During the hearing testimony was given by Franklin Chang-Diaz, an astronaut with NASA; Martha Inez Jimenez, a policy analyst with the Mexican American Legal Defense and Educational Fund (MALDEF); Ray Garcia of the Society of Hispanic Professional Engineers; Rita DiMartino, the chair of the board of directors of the National Council of La Raza; Juan Ramirez, an administrator with National Image, Inc., a private agency that finds employment opportunities for Hispanics; and Esteban Torres (California) a member of the U.S. House of Representatives. This document includes charts and text on the hiring and training of Hispanics by the National Aeronautics and Space Administration (NASA). (TES)

ED 309 894 RC 017 169

Barker, Bruce O.
Distance Education Technologies: All that Glitters Is Not Gold.
PUB DATE- 10 May 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Decisions about Technology Conference (2nd, Bismarck, ND, May 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; *Distance Education; *Educational Technology; Educational Television; Elementary Secondary Education; *Media Selection; *Program Development; *Rural Education; Rural Schools; Telecourses
IDENTIFIERS- Audiographics; Interactive Satellite Instruction

This keynote speech discusses the rise of telecommunicated distance education in the United States. Interactive satellite broadcasts for K-12 instruction are now received by more than 1,000 schools in more than 40 states. Similarly, many states are working with two-way interactive television projects, slow-scan television systems, and microcomputer-based teleteaching. While correspondence schools once filled a major void for small rural schools, student motivation suffered because of the lack of "real time" interaction. Current distance education holds the educational promise of curriculum equity for students in isolated settings. Schools that lack enough trained teachers should examine distance education alternatives. The selection of media is important and depends upon the goals and needs of the local school. Small school cooperatives, made up of two to five schools, can be connected by means of audio, video, or computer linkages. There are advantages and disadvantages to every technology. Strengths and weaknesses are offered for each of three systems: satellite TV teaching, audiographic teleteaching (microcomputer networks), and two-way TV instruction. Issues to be examined before a system is selected include: (1) transferring materials between schools; (2) classroom management; (3) levels of interaction; (4) teacher selection and training; (5) extent of course offerings; (6) scheduling; (7) class size; and (8) local control. This document also includes a list of eight successful distance education practices, ranging from careful planning to a reminder that course content, not the medium, is most important to the overall success of a program. (TES)

ED 309 895 RC 017 172

Fletcher, R.; And Others
State Governance of Interdistrict Collaboration among Special Education Programs. What Is Being Done? What Is Working?
PUB DATE- Sep 88
NOTE- 28p.; Paper presented at the Annual Meeting of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); *Cooperative Programs; *Educational Assessment; Elementary Secondary Education; Federal Legislation; National Surveys; Program Evaluation; *Program Implementation; Rural Urban Differences; *School Districts; *Special Education
IDENTIFIERS- *Education for All Handicapped Children Act

This paper reviews literature and history of special education programs since passage of the Education for All Handicapped Children Act (Public Law 94-142) in 1975, and describes findings from a 1987-88 survey of special education directors in 50 states. Previous literature suggested perceived benefits and difficulties with local education agency (LEA) collaboration of special education programs. Missing, however, was any national survey or data to assist state administrators and educators in developing such collaboratives. The 1987-88 study, therefore, sought to discover: (1)how LEA collaboratives provided services; (2) whether there were more rural or nonrural collaboratives; and (3) the level of state agencies' satisfaction with collaborative systems and their characteristics. The obligation of states to insure free appropriate public education regardless of location, as defined in federal legislation, has resulted in 36 states legislating or regulating collaborative systems among their LEAs. Seventy percent of those states with LEA collaboratives are rural. Twenty-six states reported that they were "very satisfied" with the ability of their present systems to address the federal special education law. Twelve states reported being "neutral" regarding their systems for LEA collaboration. Three states were "not satisfied," and nine states did not respond. It appears that no single system for interdistrict collaboratives emerges as a panacea for all states seeking to meet requirements of Public Law 94-142. But common characteristics, including flexibility and responsiveness to membership districts, surfaced among collaboratives rated "satisfactory" by SEAs. Common weaknesses of collaboratives included high state subsidization and membership instability. This document includes four maps and five tables. (TES)

ED 309 896 RC 017 173

Inter-American Foundation Annual Report 1988.

Inter-American Foundation, Rosslyn, Va.
PUB DATE- 88
NOTE- 73p.; For the 1987 annual report, see ED 304 244. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Annual Reports; *Developmental Programs; *Economic Development; Fellowships; *Foreign Countries; *Grants; Program Descriptions; Public Agencies; Rural Development; Small Businesses; Technical Assistance; Training
IDENTIFIERS- Caribbean; *Foreign Aid; *Inter American Foundation; Latin America

The Inter-American Foundation (IAF), an independent agency created by Congress, funds local private organizations that support the self-help efforts of the poor in Latin America and the Caribbean. In fiscal year 1988, IAF approved 208 new grants, 173 grant supplements, and other program activities totaling nearly $25 million. The average grant size was $72,000, and grantee matching contributions averaged $1.26 per IAF dollar. The breakdown of grants by program area was: (1) 37% of funding to agriculture, ecodevelopment, and other rural programs (down from 46% in FY 1987); (2) 22% to urban small enterprises (up from 14%); (3) 24% to education and training programs such as adult literacy programs, native language education, and vocational, agricultural, and organizational skills training; (4) 10% to community service programs; and (5) 2% to cultural expression initiatives. Other program activities included (1) fellowships awarded to 29 graduate students conducting field research on grassroots development in Latin America and the Caribbean and to 17 scholars from Latin American and Caribbean institutions pursuing graduate study at U.S. universities; (2) in-country support services; (3) publications and videos; and (4) independent field-based evaluations of eight diverse IAF projects, assessing both organizational processes and concrete benefits. This report includes brief descriptions of the 381 grants and grant supplements, and breakdowns of financial and statistical information

for 1972-1988. (SV)

ED 309 897 RC 017 175

Grant, Agnes
Stereotyping of Native People in Literature.
PUB DATE- 28 Oct 88
NOTE- 24p.; Paper presented at the Fluff and Feathers Conference (Ontario, Canada, October 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian Literature; *Canada Natives; Canadian Literature; Cultural Images; *Ethnic Stereotypes
IDENTIFIERS- Canada; Ojibway (Tribe)

Canadian Indians have long been represented by stereotypes presented by non-native writers. Only recently have Indians begun to create their own literature and re-examine historic sources of native speech and tales. This paper traces early European views of the bloodthirsty native and the noble savage, but contrasts them with recorded comments of Indians on the white man, his love of money and his bearded face. It demonstrates that another stereotype of the native American was created by egalitarians in the mid-twentieth century: the Indian as victimized; dispossessed; and cultureless. Although literature about natives by non-natives is often sympathetic and perceptive, writers have a tendency to portray every aspect of the lives of native people as problematic. Strengths of the culture may be ignored or unrecognized. Native literature emphasizes communal living and a sense of place; quests lead home to the elders. The style is often influenced by oral narratives. This paper examines several examples of contemporary native literature that speak from the native point of view. It concludes that young natives should not be reading what it is to be native by James Fenimore Cooper, but from the numerous natives writing today. (DHP)

ED 309 898 RC 017 177

Future of the Rural Elderly. Hearing before the Select Committee on Aging, House of Representatives, One Hundredth Congress, Second Session (Pittsburg, Kansas, June 13, 1988).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
PUB DATE- 88
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 91p.; Contains some small, light type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Health Facilities; *Health Needs; Health Personnel; *Health Programs; Hearings; Mental Health Programs; *Older Adults; Outreach Programs; Personal Care Homes; Rural Areas
IDENTIFIERS- Congress 100th

This document contains testimony of witnesses in a field hearing on the future of the rural elderly. The opening statement by Representative Bob Whittaker (Kansas) notes that the aging of America creates a more difficult time for the rural elderly than their urban neighbors. Distance and low population density magnify the difficulties of inadequate medical care, low retirement income, and lack of transportation. Speakers discuss a volunteer network of services for the elderly, shared housing alternatives, types of group therapy, senior citizens law projects, and home nursing services. One speaker describes good accounting practices for transportation which allow multi-funded systems to meet financial reporting requirements of human service agencies purchasing rides. Problems of health care and mental health care delivery to the rural elderly are particularly prevalent. Problems include health manpower, support for family practice residency training, the high cost of medical education, the plight of rural hospitals, fee differentials under Medicare, and medical liability issues. A program that enlists the help of school nurses and counselors, public health nurses, and social workers as part time mental health workers in order to provide more manpower without additional budget is described. This document includes testimony by Monda Spool, director of North Central/Flint Hill Area Agency on Aging in Manhattan, Kansas; Karen Olson, president of Combinations, Inc. in St. Louis, Missouri; Ron Beane from the Department of Elder Affairs, Des Moines, Iowa; Debbie Ford of Beverly Enterprises in Hot Springs, Arkansas; Pat Donahue from Kansas Legal Services, Inc. in Topeka; Joan Remmers, a registered nurse from Sabetha, Kansas; Dr. Ernie Chaney from the University of Kansas School of Medicine-Wichita; and Art Spies, administrative director of the National Institute for Rural Health Policy in Des Moines, Iowa. An appendix includes additional material from Linda Reinhardt, chairman of the Women's Committee, Kansas State Farm Bureau; and Dr. H. Ivor Jones of Shawnee Missouri, Kansas. (DHP)

ED 309 899 RC 017 180

Dewalt, Mark W.; Troxell, Bonnie

Old Order Mennonite One-room Schools in Pennsylvania.

PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Elementary Education; Minority Groups; Multigraded Classes; *One Teacher Schools; Religious Cultural Groups; Rural Schools; School Community Relationship; *Small Schools; Teaching Methods; Traditionalism; *Traditional Schools
IDENTIFIERS- Amish (Old Order); *Mennonites; *Pennsylvania

This paper reports a study of curriculum and teaching methods in 10 Old Order Mennonite one-room schools in Pennsylvania. It provides a review of the historical background and cultural characteristics of the Old Order Mennonites. The one-room schools examined in the study are similar in structure and instruction to U.S. public one-room schools of the early 1900s. This paper describes classroom decorations, recess, meals, a typical instruction program, and typical textbooks. All participants agree that reading is the most important part of instruction. Students read both silently and orally in English and German, German being the language used for worship services. History and geography are also considered important subjects, but less important than mathematics and reading. Sixty-six percent of student time was spent working individually. Students know what work they have to complete and stay on-task with few verbal statements by the teachers. The community is an integral part of these schools, providing building and maintenance, teacher hiring, and school board membership. Community members also visit the schools quite frequently. These schools are differentiated from modern public schools by the cooperative attitude, community involvement, importance of reading, and reflection of community values. This paper contains 16 references and 6 tables. (DHP)

ED 309 900 RC 017 181

Austin, Gregory A., Ed.
Prevention Research Update Number 2.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88

NOTE- 31p.; For update number 1, see ED 304 600.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *American Indians; Annotated Bibliographies; *Cultural Influences; Drug Abuse; *Drug Education; Elementary Secondary Education; Literature Reviews; Marijuana; *Research; Socioeconomic Influences; *Substance Abuse; Youth Problems
IDENTIFIERS- *Native Americans

This quarterly publication is prepared by the Western Center for Drug-Free Schools and Communities, and summarizes recent research on adolescent drug abuse and its prevention. This issue abstracts and reviews the implications of new research dealing with substance abuse among minority youth, specifically Native Americans. The goal is to help bridge the communications gap between researchers, practitioners, and the general population by disseminating research in an accessible manner and providing an introductory overview. The overview of the abstracted documents discusses minority youth as an at-risk population. The research uniformly demonstrates that substance abuse is widely prevalent among Native American adolescents and even younger children. Alcohol is by far the most widely abused drug among all age groups, with marijuana the next most popular substance for abuse. It is evident that drug prevention programs developed for mainstream youth have had little impact on minorities and that any prevention efforts must overcome several cultural and socioeconomic barriers. Various cultural factors have been studied as being important in increasing the possibility of substance abuse among American Indians. The overview calls for education and intervention programs, suggesting that work be directed toward reducing the number of factors that put Indian youth at risk. The overview is followed by 20 abstracts of published research from 1985 to 1988 arranged alphabetically by author. The document also contains 112 references. (TES)

ED 309 901 RC 017 182

Porter, Kathryn H.
Poverty in Rural America: A National Overview.
Center on Budget and Policy Priorities, Washington, DC.

SPONS. AGENCY- Aspen Inst. for Humanistic Studies, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 89
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Ave., N.E., Washington, DC 20002 ($7.00).

NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Census Figures; *Low Income Groups; Metropolitan Areas; Place of Residence; *Poverty; Poverty Areas; Racial Differences; Rural Areas; *Rural Urban Differences; Social Science Research; Visual Aids
IDENTIFIERS- *Group Characteristics; *Nonmetropolitan Areas

Popular notions of poverty in America overlook the rural poor or assume that their problems are the same as those of the inner-city poor. This report, the first in a series on rural poverty, describes the characteristics of the rural poor and examines rural-urban differences in poverty. In 1987, the poverty rate was 16.9% in nonmetropolitan areas, compared to 12.5% in metropolitan areas and 18.6% in central cities. Between 1978 and 1987, poverty rates in both nonmetro areas and central cities rose more than 20%, although unemployment rates for the two years were similar. Poverty rates for Blacks in 1987 were 44.1% in nonmetro areas and 33.3% in central cities; poverty rates for Whites and Hispanics did not differ between nonmetro areas and central cities. In nonmetro areas, as in the rest of the nation, Blacks, families headed by women, young families, and children were most likely to be poor. Nevertheless, the vast majority of the rural poor did not fit common stereotypes. They were White and lived in families containing two parents with at least one worker. Elderly people also comprised a larger share of the nonmetro than of the metro poor. In addition, rural poverty was concentrated regionally. The South contained 53.6% of the U.S. nonmetro poor, virtually all of the Black nonmetro poor, and 188 of 206 "persistently low income counties" in the United States. This report contains 10 references and 24 figures and tables. (SV)

ED 309 902 RC 017 184

Decker, Robert H.
A Survival Lesson for Small Schools: The Iowa Experience.
PUB DATE- 26 Sep 88
NOTE- 10p.; Paper presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Cooperative Planning; Declining Enrollment; *Educational Cooperation; High Schools; *Institutional Cooperation; *Rural Education; Rural Schools; *School Districts; *Shared Resources and Services; *Small Schools
IDENTIFIERS- Iowa

Many rural school districts struggling with declining elementary school enrollments will soon face the more complex problems of declining high school enrollment. School districts with only one high school do not have the option of consolidation and must find innovative solutions to the problem of maintaining educational quality with dwindling resources. Interdistrict sharing, introduced in Iowa in 1979, allows a district to offer a comprehensive educational program even though it lacks a comprehensive school. Sharing strategies include pooling students in a single location, bringing students and teachers together across large distances through technological communication links, and rotating teachers, administrators, equipment, or facilities. School administrators could consider interdistrict cooperation when (1) teachers need the opportunity to learn new teaching methods; (2) students need wider vocational experiences; (3) the school needs qualified counselors or specialists; or (4) the school is unable to offer advanced courses or special gifted or handicapped programs. A 16-step plan for successful development of cooperative strategies involves: (1) a needs assessment; (2) discussions among all interested parties; (3) use of a third-party consultant and legal counsel; (4) widespread publicity accentuating the positive; and (5) sufficient time and opportunities for school personnel and community members from both districts to air their views and resolve difficulties. (SV)

ED 309 903 RC 017 186

Trotter, Joe W.
The Social Dynamics of Color, Class, and Gender: Afro-American Work and Community in the Southern West Virginia Coal Fields, 1915-1932.
PUB DATE- Dec 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Historical Association (Cincinnati, OH, December 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Black Employment; *Black History; Black Population Trends; Blacks; *Coal; Labor Conditions; Labor Force Development; *Mining; *Socioeconomic Influences
IDENTIFIERS- *Black Migration; *West Virginia; World War I

This essay focuses on southern West Virginia between 1915 and 1932 to explore the dynamics of Afro-American work and community life in the Appalachian region. More specifically, it analyzes the rise and expansion of the black coal mining proletariat, the role of black men and women in the process, and the impact of the proletarianization on black economic life in coal mining towns. The emergence of the black coal mining proletariat was an exceedingly complex process. It was deeply rooted in the imperatives of black life in the rural South, as well as the dynamics of industrial capitalism in the coal fields. Coal demands and production increased during and after World War I, leading to a sharp rise in the number of black men entering the mining labor force. Through their Southern kin and friendship networks, black coal miners played a crucial role in organizing their own migration to the region, facilitating their own entrance into the industrial labor force. The volatile nature of black coal mining employment also required substantial contributions from black women. These included child-rearing, gardening, canning, and small-scale home farming, along with the regular domestic tasks. In 1920, when 19.8% of black women were gainfully employed, only 10.8% of the American-born white women and fewer foreign-born women were so employed. This document quotes numerous primary sources and contains 26 end notes. (TES)

ED 309 904 RC 017 188

Morris, Judson H., Jr.
Run for the Gold: Small Town Fun(ding) Runs.
PUB DATE- Jul 88
NOTE- 31p.; Paper presented at the Annual National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988). Appendices contain some small, light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; Bicycling; Community Development; Community Recreation Programs; Community Resources; Financial Support; *Fund Raising; *Program Development; *Recreational Activities; *Running; *Rural Areas; Swimming
IDENTIFIERS- *Small Towns

This paper examines the organization, planning, development, and staging of foot races, bicycle races, or multi-event competitions as fund raisers for public or private groups in rural areas. Local businesses often assist in sponsoring such events in order to get free advertising and make money from newcomers drawn to the event. Organizers must be able to offer something for runners who consider the event to be a "fun run" as well as for those who are more competitive. T-shirts are very important if the run is going to be an annual revenue raiser. Recruiting volunteers and community sponsors is essential if the event is going to be profitable. Other ingredients for success include publicity, law enforcement cooperation, good organization, and proper planning. This document includes many examples of successful running events in the United States, along with reprinted copies of their organizational and promotional materials. (TES)

ED 309 905 RC 017 189

Gray, Judith A., Ed.
The Federal Cylinder Project: A Guide to Field Cylinder Collections in Federal Agencies. Volume 3, Great Basin/Plateau Indian Catalog, Northwest Coast/Arctic Indian Catalog.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 300p.; For volumes 1, 2, and 8, see ED 275 468-470.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Historical Materials (060) Books (010)

DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian History; *American Indian Languages; American Indians; *Audiotape Recordings; Canada Natives; Ethnography; Library Collections; *Music; Nonprint Media; Primary Sources; *Songs; Tribes
IDENTIFIERS- Alaska; British Columbia; Densmore (Frances); *Ethnomusicology; Greenland; Library of Congress; United States (Northwest); Wax Cylinder Recordings

Two catalogs inventory wax cylinder collections, field recorded among Native American groups, 1890-1942. The catalog for Great Basin and Plateau Indian tribes contains entries for 174 cylinders in 7 collections from the Flathead, Nez Perce, Thompson/Okanagon, Northern Ute, and Yakima tribes. The catalog for Northwest Coast and Arctic Indian tribes contains entries for 498 cylinders in 20 collections from the Carrier, Clackamas Chinook, Clayoquot, Mainland Comox, Polar Eskimos, Halkomelem, Ingalik, Kalapuya, Kwakiutl, Makah, Nitinat, Nootka, Quileute, Shasta, Squamish, Tlingit, Tsimshian, Tututni, and Upper Umpqua. Collectors include Frances Densmore, Leo Joachim Frachtenberg, and 10 others. Catalog introductions provide information about the collectors and their aims, the circumstances of recording expeditions, and aspects of classification. Collection introductions summarize basic information about scope, organization, recording locations and dates, institutional affiliations, and collectors. Individual entries include cylinder number, Archive of Folk Culture number, number assigned by collector, duration and quality of recording, collector's description of contents, performer, location and date of recording, and technical notes. Selected bibliographies contain published and unpublished materials: 34 references for the first catalog; 70 references for the second catalog. Maps show sites of field recordings. (SV)

ED 309 906 RC 017 190

Hunger and Nutrition Problems among American Indians: A Case Study of North Dakota. Hearing before the Select Committee on Hunger. House of Representatives, One Hundredth Congress, First Session (New Town, North Dakota, July 10, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Hunger.
PUB DATE- 87
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 143p.; Contains some small type. Serial No. 100-11.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alcoholism; American Indian Culture; American Indian History; *American Indian Reservations; *American Indians; *Diabetes; Federal Indian Relationship; *Health Services; Hearings; *Nutrition; Rural Resettlement; *Special Health Problems
IDENTIFIERS- Congress 100th; *Fort Berthold Indian Reservation; North Dakota; Testimony

This document reports the oral and written testimony of 14 witnesses who discussed general health and nutrition problems among American Indians and focused on the high incidence of diabetes among North Dakota Indians. Diabetes was relatively rare among American Indians before 1940. Nearly one in three members of The Three Affiliated Tribes aged 40 or older is diabetic, according to a 1986 health report. The Three Affiliated Tribes live on the Fort Berthold Reservation in North Dakota. Much of the testimony mentioned cultural, physical, and psychological effects caused by rural resettlement of Indian tribes who were displaced by a dam construction project on the Missouri River in the 1950s. Other discussion topics included diabetes, alcoholism, diet, and general nutrition among the Indians; government and private assistance programs; and the need for new health services on the reservation. During the hearing, testimony was given by Peter Bennett, National Institutes of Health; Dr. James Brosseau, Grand Forks Clinic; Emmarine Chase, tribal elder at Fort Berthold Reservation; Raymond Cross, counsel for The Three Affiliated Tribes; Elsie I. Danks, Extended Food and Nutrition Education Program, Fort Berthold Reservation; Byron L. Dorgan (North Dakota), Mickey Leland (Texas), and Timothy J. Penny (Minnesota), members of the U.S. House of Representatives; Gretchen Chesley Lang, associate professor of cultural anthropology, University of North Dakota; Edward Lone Fight, chairman of the Council of The Three Affiliated Tribes; Sister Anna Rose Ruhland, tribal nutritionist, Fort Berthhold Reservation; Dr. Terrence Sloan, director of Aberdeen Area Indian Health Services (South Dakota); Alonzo Spang, Bureau of Indian Affairs (Fort Berthold Agency); and Dr. Herbert J. Wilson, family physician in New Town, North Dakota. This report includes charts, articles, and statistical information on diabetes and American Indian health. (TES)

ED 309 907 RC 017 193

Page, Charles M.; And Others
An Introduction to RTC: Rural /The Research and Training Center on Rural Rehabilitation Services.
PUB DATE- Jul 88
NOTE- 18p.; Paper presented at the Annual National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Adjustment (to Environment); *Disabilities; Rehabilitation; Rehabilitation Centers; *Rehabilitation Programs; *Rural Areas; *Rural Education; *Rural Urban Differences
IDENTIFIERS- University of Montana

It is estimated that nearly 8.5 million people living in rural America possess some form of disabling condition. Strokes are the major cause of disabilities among older persons and accidents are the major cause among teenagers and young adults. This paper provides background information on rehabilitation services in rural areas, some examples of the special problems faced by disabled persons living in rural areas, and a description of a national center, the Research and Training Center on Rural Rehabilitation Services, established at the University of Montana in October 1987. (Author)

ED 309 908   RC 017 194

Capper, Colleen A.
Student Diversity in Rural Schools: Beyond "Special" Education.
PUB DATE- 1 Jun 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Equal Education; Individual Differences; *Mainstreaming; Normalization (Handicapped); *Rural Education; Rural Schools; *Special Education; Teaching Methods

This article proposes the use of special education knowledge within a general education framework. Research on federal policies to achieve educational equity has shown that special education policies have created elements of an unequal educational system. Rural educators need to move beyond "special education" in rural settings, to address the entire range of student diversity in rural schools through a more comprehensive educational approach. This conceptual framework proposes to meet student needs beyond traditional special education categories while suggesting practical applications for rural educators to shape the classroom climate; to coordinate the instructional program; and to consider uses of rural language, history, and culture in the classroom. Rural school districts and teachers can be fully responsible for students, but they need not be solely responsible for meeting the diverse range of learning needs. Opportunities for the use of volunteer programs, business partnerships, classroom support services and support personnel should not be overlooked. This paper concludes that societal and familial complexities are no less significant in rural than urban schools, suggesting that separate programs or practices for each area of student diversity only perpetuates a fragmented system of service delivery. Contains 35 references. (TES)

ED 309 909 RC 017 195

Sher, Jonathan P.
Challenging the Comfortable Stereotypes: Rural Education and Rural Development.

Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($3.50 prepaid).
NOTE- 20p.; Revised transcript of a paper presented at the Symposium "Risky Futures: Should State Policy Reflect Rural Diversity?" sponsored by AEL's Policy and Planning Center (Louisville, KY, December 4-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dropouts; Educational Assessment; *Educational Attitudes; *Educational Change; Educational Improvement; *Educational Opportunities; *Educational Responsibility; Elementary Secondary Education; *Rural Education; Rural Schools
IDENTIFIERS- *Educator Role

This paper discusses the question of standardization and educational equity among rural school systems and offers three "fundamental challenges" for educators. The first challenge is to take seriously the power of education and to resist the temptation to reduce expectations placed on education and educators. The power of education is illustrated through the comparison to a knife, which can be used for good or evil. The second challenge is for educators to resist the trivialization of educational power. Classroom methods and labels such as "at-risk students" tend to blame students for what are societal or system failures. A sense of "condemned future" is created, causing students, teachers, and parents to become disengaged or drop out of the educational process. The responsibility for "at-risk" students should be placed on educators, who might better see the dropout problem as "a massive, unorganized and, as yet, undeclared boycott of public education." Traditional solutions to the dropout problem (advertising, inschool suspensions, and dropout prevention counselors) do not respond to the causes. The third challenge is to make use of current opportunities to reverse the decline of rural education. A core of good people, an opportune moment in history, and a body of new ideas help to make the horizon brighter. Challenging projects are being undertaken across the country. This paper concludes by telling educators that the power of education and the power for educational change is in their hands. (TES)

ED 309 910 RC 017 196

Raymond, Frank B., III
Providing Social Work Education and Training in Rural Areas through Interactive Television.
PUB DATE- Jul 88
NOTE- 14p.; Paper presented at the Annual National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Audiovisual Instruction; *Closed Circuit Television; *Distance Education; Higher Education; Information Networks; Postsecondary Education; Professional Continuing Education; Rural Areas; *Rural Education; *Social Work; Teleconferencing; *Telecourses
IDENTIFIERS- *Interactive Television; Social Work Educators; South Carolina; University of South Carolina

This paper describes how a school of social work in a predominantly rural state made successful use of interactive closed circuit television (ICCT) to train and offer continuing education to rural social workers. While the overall rate of rural population growth has declined in recent years, social problems in these areas have increased, a situation resulting in the need for more social services and more trained social work practitioners. Other reasons for the increased need for social work training include: (1) the growth of job opportunities in social work and related fields; (2) the dramatic increase in the number of states that regulate social work practice; (3) the influence of accrediting bodies; and (4) the desire by agencies for better trained social workers. While there has been a proliferation of part-time study programs in graduate social work education, many of them remain inaccessible to rural students. The ICCT program at the College of Social Work at the University of South Carolina provides education and training in rural areas. The system links the main campus with over 20 "classrooms" in university branches and technical schools throughout the state and has helped more than 200 students from rural areas to receive their masters degrees. It also provides continuing education opportunities, such as teleconferencing, for human services workers in the field. This paper concludes that it is incumbent upon social work educators to utilize state-of-the-art technology to meet the needs of its constituents. Contains 10 references. (TES)

ED 309 911 RC 017 199

Hobbs, Daryl
Education Reform and Rural Economic Health: Policy Implications.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.00 prepaid).
NOTE- 26p.; Paper based on a presentation at the Appalachia Educational Laboratory's symposium "Risky Futures: Should State Policy Reflect Rural Diversity?" (Louisville, KY, December 4-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Economic Development; Economic Factors; *Educational Change; Educational Development; Educational Economics; Educational Innovation; *Educational Policy; Poverty; *Rural Areas; Rural Education; Rural Schools; Rural to Urban Migration; Rural Urban Differences
IDENTIFIERS- *Appalachia

This paper examines and questions popular ideas about education and its relationship to the economic well-being of individuals, communities, regions, and the nation. It suggests that the criteria used to develop economic and educational strategies have produced mixed results at best, especially in rural areas. Since family income is related to student performance and the rural poverty rate is 50% higher than in urban areas, rural economic development should be as much or more a part of school improvement than strategies (e.g., consolidation) that are confined to the school level. Despite some limited successes of rural industrialization strategies, rural poverty, and Appalachian poverty in particular, has not improved. Educational reform should take into consideration the profound economic and social changes brought on by industrialization and new technologies. Traditional policy constraints on rural schools should be removed to encourage innovations that better link them with their surrounding communities. Other factors to be taken into consideration for rural education reforms include school size, experiential learning, accountability, improving rural schools as community resources, and organizational and curriculum change. Seventeen policy recommendations are listed. They include: making relevant data more available to policymakers; creating financial incentives for collaborative programs and networks; reviewing regulations to encourage greater educational entrepreneurship; and creating finance formulas that are more sensitive to rural schools. This paper calls for policy innovation, suggesting conventional development will bring continued erosion of rural education and hasten the exodus of its best students. (TES)

ED 309 912 RC 017 201

Reynolds, Sherrod T., Ed.
National Workshop for Cultural Journalism (St. Louis, Missouri, August 9-12, 1979). Workshop Report.
Foxfire Fund, Inc., Rabun Gap, GA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Family Fund, Inc., New York, N.Y.
PUB DATE- 80
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Experiential Learning; Local History; *Relevance (Education); *Student Projects; Student Publications; Student School Relationship; Teaching Methods; Workshops
IDENTIFIERS- *Cultural Journalism; Foxfire

This issue of "Hands On" compiles edited papers and workshop presentations from the national conference on cultural journalism and experiential learning projects in the Foxfire mode. The conference brought together 200 teachers, students, and professionals and offered technical workshops, presentation workshops about specific programs, and exploratory workshops on ways to move beyond basic magazine production. Introductory speeches outlined the history of the cultural journalism movement, summarized the educational philosophy underlying the movement, suggested ways to balance the time needs of the learning process and the pressing burden of product deadline, and discussed the fundamental values and rules of operation at the heart of Foxfire projects. Technical workshops covered: (1) advertising and publicity; (2) creating and cataloging an archive of interview tapes; (3) writing processes; (4) the benefits and procedures of incorporation; (5) funding possibilities; and (6) program evaluation. Presentation workshops described cultural journalism for elementary school students, common aspects of cultural journalism and outdoor education programs, and three programs using videotape. Exploratory workshops discussed: (1) the role of cultural journalism in school community relationships; (2) the practical functions of folklore in our society and its place in the classroom; (3) defining folk art as opposed to popular art or craft items; (4) planning a community festival; (5) the relationship between the artistic elements of cultural journalism and the broader arts education scene; (6) youth participation programs and community service; and (7) student empowerment through education. (SV)

ED 309 913 RC 017 202

Harris, Mary M.; Landry, Richard G.
Centers for Rural Teachers.
PUB DATE- Sep 88
NOTE- 8p.; Paper based on a presentation at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Service Centers; Elementary Secondary Education; Information Centers; *Information Networks; *Inservice Teacher Education; Professional Continuing Education; Rural Areas; *Rural Education; Rural Schools; *Teacher Centers
IDENTIFIERS- *North Dakota

This paper describes the North Dakota Teacher Center network, designed to meet the needs of teachers in rural schools. Each of ten locally governed teacher centers houses a library of teaching materials in a school or college setting. Each center coordinates credit and non-credit workshops, classes, and seminars of interest to area educators. Each publishes a newsletter announcing available programs. This document describes development of the teacher centers and includes testimony from three teachers who describe how they used the support network. (TES)

ED 309 914 RC 017 204

McCaul, Edward
Rural Public School Dropouts: Data from High School and Beyond.
PUB DATE- 27 Apr 88
NOTE- 27p.; Paper presented at the Annual Conference of the New England Education Research Organization (Rockland, ME, April 27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; Locus of Control; Rural Areas; Rural Schools; *Rural Urban Differences; *School Holding Power; Secondary Education; Self Concept; *Socioeconomic Influences; Values
IDENTIFIERS- High School and Beyond (NCES)

This paper focuses on data concerning the characteristics, attitudes, and school experiences of rural dropouts. The discussion, which draws largely upon the High School and Beyond database, considers two primary concerns. The first deals with differences between rural dropouts and their rural counterparts who stayed in school. Areas of inquiry include: gender, grades, test scores, self-concept, locus of control, life values, and students' ratings of school conditions. The second consideration encompasses the differences between rural and urban dropouts relative to the same criteria. In general, results of the study were consistent with other analyses revealing differences in attitudes between dropouts and graduates. Although no gender-related differences were found, differences in socioeconomic status were pronounced. Rural dropouts rated their schools lower on all items than rural stayers, although both groups gave low ratings to effectiveness and fairness of discipline. The figures indicate that dropouts' lower self-esteem may be partially a result of negative school experiences rather than personality traits. Rural dropouts were more likely than urban dropouts to report homemaking or looking for work as activities after dropping out. Rural dropouts were also more likely to report getting a job or not getting along with teachers as the cause for dropping out. More than urban students, rural dropouts were more likely to be American Indian or white and more often reported leaving school to get married. Urban dropouts, who were more likely to be black or Hispanic, more often reported leaving school to support families or because friends were dropping out. This document recommends further research. This paper contains 14 tables. (TES)

ED 309 915 RC 017 210

Henderson, Allison; And Others

A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information, 1986-87. Volume 1: Participation.

Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 89
NOTE- 143p.; For Volume 2, Achievement, see RC 017 211.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Federal Programs; Hispanic Americans; Migrant Children; Migrant Education; Migrant Programs; Migrant Youth; *Participant Characteristics; *Student Characteristics; Tables (Data)
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Migrant Education Program

This report summarizes the participation information provided by state educational agencies for the Migrant Education Program, 1986-87, the third year in which data was submitted in a prescribed format. The District of Columbia, Puerto Rico, and all states except Hawaii submitted data on program participation by ethnic group, migrant status, gender, and year of birth; on participation patterns by grade and service area for regular and summer terms; and on staffing for regular and summer terms. Of the 343,269 total participants: (1) 75% were Hispanic and 12% were white; (2) 53% were formerly migrant, 30% were currently interstate migrant, and 17% were currently intrastate migrant; (3) 52% were male and 48% were female; and (4) 12% were born 1981-87, 49% were born 1975-80, 36% were born 1969-74, and 3% were born 1964-68. Participants totaled 300,674 in the regular term and 104,751 in the summer term, down 7% from 1985-86 in each case. The most frequent category of service provided was attendance and guidance services (71% of regular term participants, 79% of summer term participants), followed by reading (44% regular term, 66% summer term), and mathematics (32% regular term, 65% summer term). The Migrant Education Program funded 10,770 full-time equivalent staff in the regular term and 10,427 in the summer term. About 75% of total staff in both terms were teachers and teacher aides. This report contains 44 tables, 11 figures, and a description of methodology used. (SV)

Henderson, Allison; And Others
A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information, 1986-87. Volume 2: Achievement.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 89
NOTE- 212p.; For Volume 1, Participation, see RC 017 210.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Achievement Rating; Achievement Tests; *Educational Testing; Elementary Secondary Education; Federal Programs; *Mathematics Achievement; Migrant Children; Migrant Education; Migrant Programs; Migrant Youth; *Reading Achievement; *Scores; Tables (Data)
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Migrant Education Program

This report summarizes the achievement information provided by state educational agencies for the Migrant Education Program, 1986-87. Of the 34 states submitting achievement information for the regular term, 27 used norm-referenced tests, 9 used criterion-referenced tests, and 2 used locally developed instruments. Of the 15 states submitting achievement information for the summer term, 6 used norm referenced tests, 8 used criterion referenced tests, and 2 used locally developed instruments. All states that submitted data tested reading and mathematics; 24 tested language arts; and 4 or fewer tested English as second language, Spanish or native language arts, science, social studies, spelling, reference skills, and elementary skills. Several factors preclude a precise national estimate of the achievement of migrant education participants: (1) the variety of test types and range of test measures used; (2) under-testing of currently migrant students because of their mobility and language deficits; (3) incompatibility of standardized testing with the short-term basis of many migrant projects or the cyclical patterns of migrant movement; and (4) the inadequacy of reading and mathematics tests as measures of the impact of highly diversified programs. Individual sections for the District of Columbia, Puerto Rico, and all states except Hawaii describe the services delivered to migrant students, and, where applicable, provide information on achievement testing and tables of test results. Appendices describe the methodology used, and summarize data for about 50,000 migrant students in 17 states using a pretest/posttest norm referenced model and expressing achievement results in normal curve equivalent scores. This report contains 83 tables. (SV)

ED 309 917 RC 017 212

Gutmann, Babette; And Others
Synthesis of Available Research and Databases on the Migrant Education Program. Volume I: Federal, State, and Local Data.
Applied Systems Inst., Inc., Washington, DC.; Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Aug 88
NOTE- 130p.; For Volume II, Migrant Student Record Transfer System, see RC 017 213.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analyses/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Databases; *Data Interpretation; Elementary Secondary Education; Evaluation; Feasibility Studies; Information Utilization; *Migrant Children; Migrant Education; Migrant Programs; Migrant Workers; Nonprofit Organizations; Public Agencies; *Research Problems; Students; Synthesis
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Migrant Education Program

This report examines federal, state, and local databases containing information on migrant workers and their children, identifies their common characteristics, and assesses their potential utility to inform educational policy analysis. General criteria used to evaluate each database's strengths and weaknesses include standardization, reliability, completeness, consistency, utility, and accessibility and documentation. Five federal agencies maintain seven migrant-related computerized databases, but nonstandardized data collection, inconsistent definitions, and duplicated counts tend to negate their potential utility for in-depth nationwide analysis of the Migrant Education Program. Other national information sources include nine federal surveys with data on seasonal farmworkers as a group, and nine nonprofit organizations that deal with migrant issues. Four local and 28 state-level databases in 17 states contain data on migrant students; 24 of these maintain records on individuals. However, it would be difficult to link this information to produce meaningful national figures. A review of 11 research studies on migrant workers, students, and service programs focuses on the adequacy of the data and databases used, and points out the inadequacy of any single information source, the difficulties of using several sources, and the resulting inconsistency among research findings. This report contains 76 references and 12 tables. Appendices include methodology used, the study instruments, and narrative descriptions of all databases examined. (Author/SV)

ED 309 918 RC 017 213

Eckels, Elaine; Vorek, Robert
Synthesis of Available Research and Databases on the Migrant Education Program. Volume II: the Migrant Student Record Transfer System.
Applied Systems Inst., Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Aug 88
NOTE- 125p.; For Volume I, Federal, State, and Local Data, see RC 017 212.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analyses/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Rating; Achievement Tests; *Databases; *Data Interpretation; Evaluation; Feasibility Studies; Information Utilization; Migrant Children; Migrant Education; Migrant Programs; *Research Problems; *Student Records; Tables (Data); Transfer Students
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Migrant Education Program; *Migrant Student Record Transfer System

The Migrant Student Record Transfer System (MSRTS) is a nationwide computer-based communications network originally designed to transfer the health and educational records of migrant workers' children. This report assesses MSRTS data from September 1984 through June 1986 to determine the potential utility of such data for national studies of the Migrant Education Program (MEP). Findings include: (1) 51% of currently migrant students were enrolled in only one MEP school during the period; 27% were enrolled twice; (2) recruitment and enrollment of currently migrant students were least successful in Eastern Stream states; (3) only 46% of all enrolled eligible children received services funded by MEP; (4) MSRTS achievement test data were not nationally representative of MEP participants and could not be used for a valid national study of MEP student achievement; and (5) frequent retesting of migrant children could have produced test wiseness and invalid test scores. Overall, the quality of the data was unexpectedly high, and limitations on analysis arose primarily from missing data due to the voluntary nature of data entry. Existing MSRTS data can be used in analyses that answer educational policy questions about: (1) the population receiving services and the services received; (2) differences in the characteristics and needs of formerly versus currently migrant students; and (3) the relative effectiveness of varying service delivery methods. The gap reduction model and a formative analysis using multiple regression are appropriate models for analysis of MSRTS data. This report contains 46 tables, a sample MSRTS student record, and recommendations for improving MSRTS for research purposes. (SV)

ED 309 919 RC 017 224

Qualifying Work Activities in Louisiana: A Recruiter's Guide To Documenting Eligibility for Migrant Education. Louisiana Migrant Education Program.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.

PUB DATE- 87
AVAILABLE FROM- Louisiana State Department of Education, Bureau of Migrant Education, P.O. Box 94064, Baton Rouge, LA 70804-9064 (free to migrant education personnel while supplies last).
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Agricultural Production; *Crop Processing Occupations; *Field Crops; Fisheries; Harvesting; *Migrant Education; Migrant Employment; Migrant Programs; Migrant Workers; Outreach Programs; *Seasonal Employment; Seasonal Laborers
IDENTIFIERS- Fishing; *Fishing Industry; *Louisiana

This manual was written as a guide for state migrant education recruiters who need to be familiar with the nature of seasonal and temporary work performed by Louisiana's migrating agricultural workers and fishing industry laborers. It is intended to teach recruiters about the agricultural and fishing activities necessary for raising and harvesting crops or fish and the time of the year in which they generally occur. The main purpose of this guide is to provide each migrant education recruiter with a precise and accurate vocabulary of work activities, for use in interviewing workers, fishers, growers, and processors. This should increase the recruiter's ability to determine migrant education program eligibility and strengthen documentation for the program. The agriculture section of the book includes information on 23 different crops, including cotton, rice, pecans, soybeans, sugar cane, hay, fruits, Louisiana citrus, strawberries, blueberries, crawfish, trees, fish farms, livestock, turf grass, nursery crops, vegetables, poultry, Christmas trees, tobacco, peaches, grain crops, and dairy products. The fishing section includes information on fish and shellfish. (TES)

ED 309 920 SE 050 399

Science and Technology Data Book, 1989.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

PUB DATE- 89

NOTE- 59p.; For 1988 issue see ED 290 635. Contains some small type and colored graphs which may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Science; Doctoral Degrees; Employment Patterns; Financial Support; Global Approach; Graduate Students; Higher Education; *Human Resources; *International Trade; Minority Groups; *Research and Development; *Science and Society; Statistics; Tables (Data); *Technology

Designed to provide easy access to information pertaining to science and technology, this data book provides indicators on: (1) funding for research and development; (2) human resources utilization and supply; and (3) international science and technology indicators. Graphs and charts are used to note research and development efforts from a nationwide perspective with expenditures from federal, industrial and academic sources illustrated. Comparative graphs on human resources provide data on employed scientists and engineers, employed doctorates, women in science and technology, racial minorities, and school retention rates. In addition, assessments of the supply of professionals in science and technology are presented by type and number of degrees awarded, and full-time graduate students currently enrolled. Several international science and technology indicators are outlined, such as ratios of research and development to gross national product (by country), U.S. patents granted to U.S. and foreign inventors, data on U.S. trade balances in high technology, and U.S. scientific and technical publications as compared to world publications. Three pages list other science resources. (MVL)

ED 309 921 SE 050 510

Staver, John R.; And Others

A Summary of Research in Science Education--1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 163p.; For 1986 summary, see ED 292 607.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reports - Research/Technical (143) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Science; *Curriculum; Educational Research; Elementary School Science; Elementary Secondary Education; Higher Education; *Literature Reviews; *Research and Development; Science Education; *Science Instruction; Secondary School Science; Teacher Attitudes; *Teachers
IDENTIFIERS- *Science Education Research

This volume presents a compilation and review of more than 400 research efforts reported in 1987, organized in such a way that studies on related topics are easy to access by practitioners or researchers. The document is organized around four major sections that reflect the process of teaching, learning, and schooling including: (1) "Learners and Learning"; (2) "Teachers and Teaching"; (3) "Curriculum and Instruction"; and (4) "Context and Settings." Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. A discussion of the significance of the studies and implications for practice and future research is included in each major section. (CW)

ED 309 922 SE 050 511

Barufaldi, James P., Ed.
Improving Preservice/Inservice Science Teacher Education: Future Perspectives. 1987 AETS Yearbook.
Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.50).
NOTE- 176p.; For 1986 yearbook, see ED 288 722.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Continuing Education; *Elementary School Science; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; Instructional Improvement; Models; *Preservice Teacher Education; Professional Associations; Science Education; Science Instruction; *Science Teachers; *Secondary School Science; Staff Development; *Theory Practice Relationship
IDENTIFIERS- *Science Education Research

Designed to assist science educators in improving preservice/inservice teacher education, this yearbook contains resources and ideas addressing the application of recent research into a format suitable for practitioners. The eight chapters comprising the document deal with: the history and philosophy of science; the psychosocial environment of the classroom; how teachers think; preparation of elementary teachers; preservice secondary science teachers; continuing education for science teachers; the image of science teachers; and the myth of scientific thinking. (CW)

ED 309 923 SE 050 632

Horn, Patty J.
Are You Game? Science Games in the Classroom.
PUB DATE- 86
AVAILABLE FROM- Grand Canyon University, Campus Book Store, 3300 W. Camelback Rd., Phoenix, AZ 85017-1097 ($18.95).
NOTE- 112p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Earth Science; *Educational Games; Elementary Education; *Elementary School Science; *Instructional Materials; Physical Sciences; *Science Activities; *Secondary School Science; *Teaching Methods

Games can be used to supplement the science program and are fun to use in the classroom to stimulate interest in scientific concepts. They provide students with the opportunity to use the knowledge they have learned in an active manner. Included in this booklet are 13 games for life sciences, 3 for physical science, 3 for earth/space science, and 4 for general science. These activities can be used with grades K-8 science lessons. Each includes grade level, purpose, number of players, materials, preparation, direction, and reproducible game pieces. (CW)

ED 309 924 SE 050 752

Simon, Marty
Components of Effective Use of Diagrams in Math Problem Solving.

PUB DATE- Sep 86
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education (8th, East Lansing, MI, September 25-27, 1986). For the complete proceedings, see ED 301 443.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; *Diagrams; Higher Education; *Interviews; Mathematical Applications; Mathematical Concepts; *Mathematics Skills; Mathematics Tests; *Problem Solving; Qualitative Research; Self Concept
IDENTIFIERS- *Mental Models; *Problem Solving Assessment

Through individual interviews with remedial and precalculus university students, five characteristics of the student were identified that influence whether a diagram is used in solving a problem and whether its use is successful. The interviews also suggested a set of subskills that contribute to the overall ability to draw effective diagrams. These were then used in an experimental study to verify their impact on diagram drawing effectiveness. The list of subskills was translated into a series of external control suggestions for guiding the subject's work during an individual interview. Subjects who received these suggestions drew higher quality diagrams than did subjects in the control group. The enhanced quality was particularly apparent in the completeness of the diagrams. (Author)

ED 309 925 SE 050 753

Harrell, Brenda McCane

Comparing the Effect Upon Students Who Are Taught Nursing Math in the Classroom with Students Who Do Not Experience the Nursing Math Course.

PUB DATE- Feb 87
NOTE- 32p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Mathematics; Higher Education; *Mathematical Applications; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Mathematics Skills; *Mathematics Tests; *Nursing Education; *Two Year College Students

This ex-post facto, quasi-experimental study was conducted to determine whether students taught nursing math in the classroom did better than students who did not take the nursing math course in the classroom. First-year students enrolled in the Long Beach City College Associate Degree Nursing Program were selected as the treatment sample. Thirty randomly selected students who did not enroll in the course were compared to the treatment group. The t-test was used to determine if the group that took the math course did significantly better on the "Medication Math" examination than the group who did not experience the course. The t-test revealed that there was no significant difference at the .05 level between the two groups. It is recommended that while a formal math couse should not be required, the practice of requiring students to take the independent study module for nursing math should be continued. It is also recommended that faculty should give attention to the math scores of entering students. A sample "Medication Math" test containing 30 multiple-choice items is appended. (Author/YP)

ED 309 926 SE 050 754

Mann, George; Frame, Norman

Reading Story Problems: Research on the Impact of Brief, Narrowly Focused Inservice.

PUB DATE- 3 May 89

NOTE- 38p.; Paper submitted at the International Reading Association Annual Conference (New Orleans, LA, May, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arithmetic; *Elementary School Mathematics; Grade 4; *Inservice Teacher Education; Intermediate Grades; *Mathematics Teachers; Mathematics Tests; Problem Solving; Teacher Education Programs; *Word Problems (Mathematics)

The purpose of this study was to determine the effects of two types of teacher inservice education programs upon fourth-grade students' achievement in solving mathematics story problems. Participating teachers attended two types of teacher inservice education programs; a traditional program, and a brief, narrowly focused special program (2.5 hours of training). Using posttest control group design and the t-test for independent samples, it was found that students (n=45) whose teachers had experienced the brief, narrowly focused teacher inservice training for teaching mathematics story problems did not achieve significantly higher test scores than did the students whose teachers had received more traditional teacher inservice training. Appendices include: (1) "Teacher Packet: Addition and Subtraction Story Problems"; (2) "Teacher Packet: Multiplication and Division Story Problems"; and (3) "Story Problem Skills Test." (Author/YP)

ED 309 927 SE 050 755

Ware, Mark E.; Chastain, Jeffrey D.

Person Variables Contributing to Success in Introductory Statistics.

PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Mathematics; *Competence; Computer Literacy; Grade Point Average; Higher Education; *Mathematics Achievement; *Predictor Variables; *Sex Differences; *Statistics

The purpose of this paper was to identify the role of several person variables (gender, mathematics competency, attitudes toward statistics, computer competency, and grade point average) contributing to success in introductory statistics. The performance of 103 students on four examinations during a semester constituted the dependent variable. A two-by-two factorial design with two groups for gender and two groups for each of the four self-report variables was used. The results of analysis of variance failed to reveal a difference between men and women and between high and low groups on mathematics competency, computer competency, and attitudes toward statistics. A significant difference was found in test performance between high and low grade point average groups and a significant interaction was found between gender and mathematics competency. The interaction showed that women had lower scores than men when both reported having less mathematics competency. Findings suggest that the role of person variables depends, in part, on the operational definition that investigators use. (Author/YP)

ED 309 928 SE 050 756

Yoong, Wong Khoon
Principles of Marking Mathematics Papers.
PUB DATE- Jul 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Rating; Computation; Educational Testing; *Grading; Graphs; *Mathematics Instruction; *Scoring; Secondary Education; *Secondary School Mathematics; Student Evaluation; Test Reliability; *Writing Evaluation

This paper provides principles which can be used to mark mathematics papers in secondary schools. Sections included are: (1) "Drafting the Marking Scheme" (describing 15 general considerations); (2) "Calculations" (listing 16 grading principles on computation papers); (3) "Graphs" (providing four guidelines on graph papers); (4) "Constructions" (presenting the points for which the marks are given); (5) "Actual Marking" (containing some checking instructions); and (6) "Coordinating the Marking" (offering seven procedures for maintaining the consistency of the marking between different teachers). (YP)

ED 309 929   SE 050 757

Seaver, William L.; Belli, Gabriella M.
Teaching Statistics to the Nonstatistician Part-Time Student: Issues for Consideration.
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Computer Uses in Education; *Graduate Students; Graduate Study; Higher Education; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; *Statistics; Teaching Guides; *Teaching Methods

This paper discusses the problems and general solutions of statistics teaching by summarizing some strategies that have been effective with part-time students in off-campus settings. Included are discussions on: (1) applications of computer skills and student projects; (2) teaching statistical thinking using various modes of presentations and introducing new topics with a review of the prerequisites; and (3) textbook issues including lecture notes and student study groups. A summary of teaching strategies is presented. (YP)

ED 309 930 SE 050 760

Levin, Miriam R.; Mack, Pamela E.
The Transformation of Science Education at Mount Holyoke in the Gilded Age.
PUB DATE- Dec 88
NOTE- 15p.; Paper presented at the Joint Meetings of the American Historical Association and the History of Science Society (December 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Graduates; *College Programs; College Science; Higher Education; *Liberal Arts; *Science Careers; Science Curriculum; Science Education; *Science Education History
IDENTIFIERS- *Mount Holyoke College MA

Little attention has been paid to the topic of science education in liberal arts colleges and seminaries during the 3 decades following the Civil War. This paper argues that Mount Holyoke College (Massachusetts) made a place for itself in the scientific community in the last decades of the nineteenth century by developing a curriculum which accommodated the school's commitment to science education with the opportunities opening for women in newly professionalized jobs, such as teaching, medicine, and research. The first section of this paper describes the changes in the structure and content of the science curriculum of the seminary from about 1868. The second part presents a brief intellectual biography of Cornelia Clapp to suggest something of the changes in the attitudes and consciousness of faculty engaged in the transformation of the curriculum. A final section provides information about the careers of graduates and suggests some further inquiries. (YP)

ED 309 931 SE 050 761

Shanebrook, J. Richard
Nuclear Technology in War and Peace: A Study of Issues and Choices.
PUB DATE- Jul 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Science; *Course Descriptions; Higher Education; *Nuclear Energy; Nuclear Physics; Nuclear Power Plants; *Nuclear Technology; Nuclear Warfare; *Science and Society; Science Curriculum

This is the syllabus of a course that explores the technology of nuclear weapons and nuclear energy for electric power generation, and considers some problems of nuclear weapons proliferation and technical alternatives. It provides a course description, a course outline, a list of required readings, and information on the films shown in the course. Topics included in the course are: (1) "Origin of Energy, Matter, and Life in Our Universe"; (2) "The Atomic Structure of Matter"; (3) "Nuclear Fission"; (4) "The Atomic Bomb"; (5) "The Hydrogen Bomb"; (6) "Nuclear Energy for Electric Power Production"; (7) "The Breeder Reactor"; (8) "Energy Choices"; (9) "Nuclear Weapon Systems Today"; and (10) "Survival in a Nuclear Age." (YP)

ED 309 932 SE 050 762

Instructional Material in Population Education for Teachers.
Socio-Psychological Aspects of Population Issues.
National Council of Educational Research and Training, New Delhi (India).
PUB DATE- 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Adolescents; *Developing Nations; Early Parenthood; Educational Psychology; Environmental Education; *Family Planning; *Foreign Countries; Human Capital; *Population Education; Psychological Needs; *Psychology; Teacher Education; Workshops
IDENTIFIERS- *India

Human suffering in India will continue as long as population growth is not checked. A change in this trend is dependent on the citizens of the country. Population education is an important priority in India. Included in this document are four essays covering various socio-psychological aspects of population issues and designed to be of use to educators in the field. The essays are: (1) "Adolescence" (G. N. P. Shrivastava); (2) "Education in Family Living" (S. N. Tripathi); (3) "Psychology of Population Issues" (S. N. Tripathi); (4) "Some Psychological Consequences of Crowding" (U. Jain and G. Misra). (CW)

ED 309 933 SE 050 763

Wanted: A Revolution in Elementary Science Teaching.

Triangle Coalition for Science and Technology Education, College Park, MD.

PUB DATE- 86
NOTE- 11p.; Statement endorsed by the participants of "The Importance of an Early Start for Science Education" conference (Spring Hill, MN, July 28-30, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Change; *Educational Improvement; *Educational Policy; Elementary Education; *Elementary School Science; Females; Minority Groups; Position Papers; Science Curriculum; *Science Instruction; *Scientific Literacy

Children come to school with a foundation for formal learning from their early experiences with interactions of the natural and technological world. Failure of elementary schools to build on this experience can discourage children, especially those who do not identify readily with the science establishment (girls, blacks, Hispanics, and the economically disadvantaged), and filter them out from the stream of students that flows into the college science pipeline. This pamphlet, endorsed by educators, scientists, and industry, cites relevant research on elementary science education, and calls for renewed efforts to improve science education in elementary schools in the United States. (CW)

ED 309 934 SE 050 765

Clement, John; Konold, Clifford

Fostering Basic Problem-Solving Skills in Mathematics.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Jul 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Mathematics; Higher Education; Mathematical Applications; *Mathematical Enrichment; Mathematics Achievement; *Mathematics Instruction; *Mathematics Skills; *Problem Solving; Protocol Analysis; *Remedial Mathematics; Remedial Programs

Teaching students to think mathematically or to apply mathematics to the solution of real-world problems has become a national priority. This paper explores a method of developing the basic problem-solving skills in a remedial mathematics course at the college freshman level. The first part of this paper describes some basic problem-solving skills including stage-specific and general skills. A protocol of a student's solution to the Days problem using pair problem solving is presented and some difficulties preventing students from arriving at correct solutions are discussed. One method of developing the basic skills in the context of a problem-based mathematics course is considered. The rudimentary skills required for solving a problem should be the focus of the early stage of problem solving instruction. The appendix contains a handout to help students learn the role of the listener and to distinguish it from the more natural role of the helper. Eleven references are listed. (YP)

ED 309 935 SE 050 766

von Glasersfeld, Ernst

An Exposition of Constructivism: Why Some Like It Radical.

Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Cognitive Structures; Educational Philosophy; Educational Theories; *Epistemology; Mathematical Logic; *Mathematics; Mathematics Education; *Philosophy; *Piagetian Theory
IDENTIFIERS- *Constructivism

This monograph describes the historical development of radical constructivism. Major topics included are: (1) "The Way of the Sceptics" (describing the sceptic position from Xenophanes, through Pyrrho, to the British Empiricists, and its failure); (2) "The Changed Concept of Knowledge" (outlining G. Vico's statement "the human mind can know only what the human mind has made"); (3) "Piaget's Contribution" (toward the constructivist theory of knowing); (4) "The Concept of Viability" (dealing with two questions on how the reality people construct is so stable and why people cannot construct any reality they like); (5) "The Question of Certainty"; and (6) "Concluding Remarks" (comparing the realistic viewpoint with the constructivistic viewpoint on knowledge and the implications for education). Twenty-five references are listed. (YP)

ED 309 936 SE 050 770

Gross, Michael P., Ed.; And Others
Working Together to Educate about the Environment. Selected Papers from the Joint Conference of the North American Association for Environmental Education and the Conservation Education Association

(Estes Park, Colorado, August 18-23, 1989).
Conservation Education Association, Madison, Wis.; North American Association for Environmental Education, Troy, OH.
PUB DATE- Aug 89
AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($12.00).
NOTE- 381p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communications; *Curriculum Development; *Educational Technology; Elementary Secondary Education; *Environmental Education; Higher Education; International Cooperation; Natural Resources; Networks; *Professional Associations; Science and Society; Science Education; *Teacher Education
IDENTIFIERS- *Environmental Education Research

Proceedings of a conference on environmental education are presented in this document. Featured at the conference were four general sessions, a number of additional invited presentations, three symposia, four workshops, and over 170 contributed presentations. The purpose of this volume is to provide a record of the papers presented at the conference. Presented papers focused on eight different conference strands. The papers in this proceedings are organized by strand and included alphabetically by author within each strand. The eight strands are: (1) "From Research to Application in Environmental Education"; (2) "Interdisciplinary and Interagency Cooperative Ventures"; (3) "Educating About Environmental Issues and Policies"; (4) "International Cooperative Ventures"; (5) "Curriculum and Teaching Strategies"; (6) "Communication Mechanisms: Networks, Consortiums, Newsletters"; (7) "Developing a Support Base for EE Programs: Marketing, Fund Raising, Volunteer Use"; and (8) "Materials and Programs for Educating About the Environment." Abstracts only are provided in cases where full-length papers were not received. (CW)

ED 309 937 SE 050 771

Everybody Counts. A Report to the Nation on the Future of Mathematics Education. Summary.

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Mathematical Sciences Education Board, 818 Connecticut Avenue, NW, Washington, DC 20006 ($1.00).

NOTE- 36p.; For full report see SE 050 772. Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Mathematics; *Educational Change; Educational Improvement; *Elementary School Mathematics; Elementary Secondary Education; *Futures (of Society); Graduate Study; Higher Education; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Secondary School Mathematics

In response to the urgent national need to revitalize mathematics and science education, the National Research Council (NRC) has undertaken an examination of mathematics education from kindergarten through graduate study. This is a summary of a report outlining the seriousness of the situation and emphasizing how critical mathematics is for science, technology, and the economy. Sections included are: (1) "Opportunity" (stressing the importance of mathematics education); (2) "Change" (discussing an approach to reform and counterproductive influences); (3) "Transitions" (describing seven transitions that will dominate the process of change); and (4) "Action" (presenting national goals, national strategy, and actions for everyone). (YP)

ED 309 938 SE 050 772

Everybody Counts. A Report to the Nation on the Future of Mathematics Education.

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; National Aeronautics and Space Administration, Washington, D.C.

PUB DATE- 89

AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($7.95).

NOTE- 131p.; For report summary see SE 050 771. Some photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the-Art Materials (070)

DESCRIPTORS- *College Mathematics; Educational Change; Educational Improvement; *Elementary School Mathematics; Elementary Secondary Education; *Futures (of Society); Graduate Study; Higher Education; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Mathematics Tests; *Secondary School Mathematics

In response to the urgent national need to revitalize mathematics and science education, the National Research Council (NRC) has undertaken an examination of mathematics education from kindergarten through graduate study. Major studies are being conducted for the NRC, and this book, as a public preface to the work, outlines the seriousness of the situation and emphasizes how critical mathematics is for science, technology, and the economy. Sections included are: (1) "Opportunity" (stressing the importance of mathematics education); (2) "Human Resources" (dealing with the issues of minorities and teacher quality); (3) "Mathematics" (discussing the nature of mathematics and the mathematical community); (4) "Curriculum" (concerned with approaches to developing mathematical power); (5) "Teaching" (including teacher education, computer usage, and assessment); (6) "Change" (suggesting seven transitions of a changing process); and (8) "Action" (recommending leadership in the home, school, local, state and national levels). (YP)

ED 309 939 SE 050 773

Haley-Oliphant, Ann E.
Mind Games: A Study of Hypothetical Questioning in a Science Classroom.
PUB DATE- 87
NOTE- 37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987). The preparation of this paper was sponsored in part by a grant from the United States-Spanish Joint Committee for Educational and Cultural Cooperation, Ministry of Exterior Affairs, Madrid. Figures 1 and 2 contain marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cognitive Structures; Junior High Schools; *Learning Processes; Learning Strategies; *Questioning Techniques; *Science Instruction; *Science Teachers; *Secondary School Science; Teaching Methods

The purpose of this study was to examine the thinking underlying the questions posed by a science teacher to her seventh grade students in an instructional activity called Mind Games, in which hypothetical situations focussed on scientific issues are proposed and explored at least once during each major instructional unit. Mind games are conveyed to the students mainly through a series of questions, and this study examined the origins and functions, characteristics and preparation, interaction and evaluation involved in this line of questioning. The study which was designed after considering recent research on teacher thinking, the complexity of the classroom and the use of questions by teachers, was conducted in a suburban junior high school with a teacher having 5 years teaching experience at an inner city school and 2.5 years at the suburban school. Naturalistic methods were used to acquire the data, including field notes, audiotape and videotape recordings, and structured interviews with the teacher and the students. Data were analyzed using the technique of constitutive ethnography. Preliminary findings indicate that the line of questioning employed has two functions. First, the hypothetical situations examined serve to provide the opportunity for students to engage in critical and creative thinking and to give the teacher and the students a chance to make science "wonder-full." A series of characteristics for these hypothetical situations has been made and the phases that occur during these situations are being analyzed. (CW)

ED 309 940 SE 050 774

Keir, John; Mayer, Victor J.
Waves on the Great Lakes. Teacher Guide and Activity Book. OEAGLS Investigation No. 27.
Ohio State Univ., Columbus. Ohio Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Ohio State Univ., Columbus. School of Natural Resources.
PUB DATE- Jun 87
NOTE- 26p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Earth Science; *Elementary School Science; Instructional Materials; *Intermediate Grades; Junior High Schools; *Middle Schools; Physical Sciences; Science Activities; Secondary School Science; Workbooks
IDENTIFIERS- Sea Grant Program; *Waves (Water)

This document contains a student guide and a teacher guide on the topic of waves. The investigation includes three activities which lead students to an understanding of how waves are formed and how they move in water. Activity A introduces students to the parts of a wave. A demonstration using a stream table leads them to discover different factors which determine the size of a wave. Activity B introduces wave motion. Students observe how waves move in a rope and in water.

Activity C explains how breakers are formed and the effects they may have on the shoreline. Students use the stream table and various building materials to devise structures for protecting a harbor from the action of waves. The student guide includes an introduction, list of objectives, and descriptions of three activities, for each of which materials lists, procedures, review questions, and answer sheets are given. The teachers guide includes keywords, teacher notes, answers to the review questions, and evaluation items. (CW)

ED 309 941 SE 050 775

Lidstone, John G.

Environmental Management, Hazard Management and Education.

PUB DATE- 88
NOTE- 12p.; Paper presented at the Hazard Management and the Environment Workshop (Australian Counter Disaster College, March 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *College Science; *Conservation (Environment); *Curriculum Development; Environment; *Environmental Education; Foreign Countries; Hazardous Materials; Higher Education; Meetings; Natural Resources; Pollution; Science and Society; *Science Education; Science Instruction; Teaching Methods; *Workshops
IDENTIFIERS- *Australia

This paper investigates the links between environmental management, hazard management, and education in Australia. The purpose of the paper is to show that hazards are a major aspect of the environment of all students, hazard education is fundamental to effective hazard management in a democratic society, and hazard education should be regarded as an essential part of the environmental education of all citizens. These conclusions are reached by considering the: (1) nature of the environment; (2) nature of environmental management; (3) goals of environmental education; (4) significance of hazards in the environment; (5) potential goals of a hazardous education curriculum; and (6) directions in which the Australian Counter Disaster College should be moving in pursuing the aims of its charter in the area of hazard education and environmental education. (MVL)

ED 309 942 SE 050 776

Afro-Arab Training Course on the Incorporation of Environmental Education into Industrial Education (Cairo, Egypt, November 12-24, 1988).

Ain-Shams Univ., Cairo (Egypt). Inst. of Environmental Studies and Research.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

PUB DATE- Nov 88

AVAILABLE FROM- United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, 75700 Paris, France (price not available).

NOTE- 141p.; May not reproduce well due to shaded background.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Conservation (Environment); *Developing Nations; *Environmental Education; Foreign Countries; *Industrial Education; Integrated Activities; *Interdisciplinary Approach; *Natural Resources; Postsecondary Education; *Science and Society; Secondary Education; Teaching Methods; Technical Education; Trade and Industrial Education; Vocational Education; Workshops

IDENTIFIERS- *Africa

The objectives of this workshop were to: (1) familiarize participants with the development of environmental education (EE) and its need and place in industrial education (IE); (2) orient participants with guidelines for the incorporation of EE into school curricula and teacher training for industrial schools; (3) enhance exchange of information and experience through the preparation and presentation of country reports on the development of EE in the context of IE in the participating member states; (4) suggest strategies for the incorporation of EE into the curricula and teacher training programs for industrial schools by the participants for their countries; and (5) build prototype units in industrial education using EE components. This document presents the proceedings of the course, teaching strategies, two example EE units, speeches, lists of participants and resources, six presented papers, and reports for two educational field trips. (CW)

ED 309 943 SE 050 777

Owens, John E.

Piece Rate: Applications of Industrial Engineering for the Mathematics Classroom.

PUB DATE- 89

NOTE- 39p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; *Mathematical Applications; *Mathematical Enrichment; Mathematics Education; *Mathematics Materials; Mathematics Skills; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Industrial Engineering Methods

This is an activity-oriented guide for general mathematics classes, grades 8-12. Mathematics used includes measurement, estimation, time, computation, ratio, and money. Students assume the role of an industrial engineering technician determining the amount of time allowed and operator pay for completing an operation on a production line. A deck of playing cards, a clipboard, a stopwatch, and graph paper are needed. The term "piece rate," related with other pay methods is explained, using an example. The method to set the piece rate is described: (1) breaking the operation into parts; (2) setting quality standards; (3) developing workplace layout; (4) developing methods; (5) determining time allowed; (6) considering other costs; and (7) assembling this information. Other uses, such as time and motion studies, and equipment justification are discussed. Figures of the stopwatch, time-study board, worksheets, seven exercises, and three projects are presented. Benchmark for hand movement, benchmark for walking, setting a base rate, and manufacturing company forms are provided in the appendices. (YP)

ED 309 944 SE 050 778

Glossary of Environmental Education Terms.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- 83
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France.
NOTE- 70p.
LANGUAGE- English; Russian
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Conservation Education; Definitions; *Developing Nations; *Environmental Education; Glossaries; Instructional Materials; *Multilingual Materials; Natural Resources; Reference Materials; Resource Materials; *Vocabulary

Environmental education is a subject which attracts international attention. Because of the rapid development of environmental education, there is a lack of uniformity in the terminology used in different countries. In order for specialists speaking different languages to be able to communicate new information and concerns, there needs to be some uniformity in terminology. This glossary is directed at defining and harmonizing common terms used in environmental, educational, and training contexts, and does not duplicate the function of specialized dictionaries or glossaries. It is oriented toward interdisciplinary and international concerns, and is primarily designed for teaching and training personnel in the formal education system, particularly those in developing countries. Over 300 terms are defined. The glossary is presented in English and Russian. (CW)

ED 309 945 SE 050 779

Subregional Training Seminar on the Incorporation of Environmental Education Into Industrial Education for the Caribbean (Kingston, Jamaica, May 9-16, 1988). Final Report.

College of Arts, Science and Technology, Kingston (Jamaica).

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- Dec 88
AVAILABLE FROM- United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, 75700 Paris, France (price not available).
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conservation (Environment); *Developing Nations; *Environmental Education; Foreign Countries; *Industrial Education; Integrated Activities; *Interdisciplinary Approach; *Natural Resources; Postsecondary Education; *Science and Society; Secondary Education; Teaching Methods; Technical Education; Trade and Industrial Education; Vocational Education; Workshops
IDENTIFIERS- *Caribbean Islands

This seminar was organized to: (1) study the place and need of environmental education (EE) in the context of technical and vocational education; (2) develop strategies for the incorporation of EE into the curriculum and teacher-training for pre-university industrial schools; (3) develop prototype EE materials for incorporation into the curriculum and teacher-training for industrial schools; (4) enhance exchange of information and experience through the preparation and presentation of country reports on the development of EE in the context of technical and vocational education among participating member states; and (5) identify documents and activities to be developed at sub-regional, regional and international levels on the incorporation of EE into technical and vocational education. Presented in this document are the proceedings of the seminar, a background presentation, country reports, working documents, seminar materials, a list of suggested activities, and follow-up documents. The appendices list the seminar timetable, speeches, documents, participants, organizing committee, report of a slide presentation and field trip, and resumes of working documents and country reports. (CW)

ED 309 946 SE 050 780

Year 2000 Challenges for Marine Science Training and Education Worldwide. Unesco Reports in Marine Science No. 52.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
PUB DATE- 88
AVAILABLE FROM- Marine Information Centre, Division of Marine Sciences, United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, 75700 Paris, France (free while supply lasts).
NOTE- 133p.; Contains tables with small print which may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; Environment; Environmental Education; Foreign Countries; *Higher Education; *International Cooperation; *Marine Education; Networks; Pollution; Postsecondary Education; Science and Society; Science Education; *Surveys; Technology; Workshops

In a survey preparing for the workshop on the future of marine science training and education, prospective participants returned responses to six theme questions. These responses summarized the views of nearly 400 people worldwide. The synthesis of these summary responses, presented in the report, reflected, besides a great variety of views, agreement on the needs for an interdisciplinary approach to teaching, training and research; for a solid, broad foundation in basic sciences; and for regard to the cultural context, especially in countries with limited marine science capabilities. Working group discussions during the meeting (Paris, June 6-10, 1988) concerned main issues in: (1) "Research"; (2) "Developing Coastal States with Special Reference to Small Islands"; (3) "Economic and Social Potentials"; (4) "Sustainable Development and Management"; (5) "Data Management and Information Acquisition"; and (6) "Continuing Education and Retraining." Recommended guidelines concern specialist training as well as general marine science education, and cooperative assistance to

countries with limited marine science capabilities. Three special problem areas identified were basic knowledge for management of the coastal zone and its resources; education; and networking. Introductory presentations, addresses, recommendations for follow-up, regional perspective reports, reports of demonstration materials, survey results, a list of participants, an acronym list, and a selected bibliography are included in this document. (CW)

ED 309 947 SE 050 781

Halasz, Hisako, Comp.
Japanese Technology. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
PUB DATE- Apr 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Foreign Countries; Higher Education; Literature Reviews; Reference Materials; Resource Materials; *Scientific and Technical Information; *Technology
IDENTIFIERS- *Japan

This is a guide to English-language sources providing information on recent technological developments in Japan. Historical sources are not included. Each description includes the author, title, place of publication, publisher, publication date, total number of pages and call number. Sections included are: (1) "Introductory Texts"; (2) "Subject Headings"; (3) "General Texts"; (4) "Additional Titles"; (5) "Translated Titles"; (6) "Bibliographies"; (7) "Conference Proceedings"; (8) "Government Publications"; (9) "Abstracting and Indexing Services"; (10) "Journals"; (11) "Representative Journal Articles"; (12) "Technical Reports"; (13) "Selected Technical Reports"; (14) "Selected Materials"; and (15) "Additional Sources of Information." (YP)

ED 309 948 SE 050 782

Buydos, John F., Comp.
Science Policy--Foreign and International. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
PUB DATE- Mar 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Foreign Policy; Literature Reviews; Policy; Reference Materials; *Science and Society; Sciences; *Scientific Enterprise; *Scientific Personnel
IDENTIFIERS- *Science Policy

This guide offers a review of the literature in the Library of Congress on foreign and international science policy. It lists relevant sources of information on how science policy is formulated as well as its effects on the development of scientific and technical knowledge. The science policy of nations other than the United States, collaboration between individual nations or among groups of nations, and the science policy of international organizations are included. Sections included are: (1) "Introductions to the Topic"; (2) "Subject Headings"; (3) "Basic Texts"; (4) "Additional Titles"; (5) "Specialized Titles"; (6) "Handbooks and Directories"; (7) "Bibliographies"; (8) "Government Publications"; (9) "Conference Proceedings and State-of-the-Art Reviews"; (10) "Abstracting and Indexing Services"; (11) "Journals"; (12) "Representative Journal Articles"; (13) "Technical Reports"; (14) "Selected Technical Reports"; (15) "Selected Materials"; and (16) "Additional Sources of Information." All annotations include the author, title, source, and call number. (YP)

ED 309 949 SE 050 783

Rowland, Paul McD.
Using Science Activities To Internalize Locus of Control. Final Report.
PUB DATE- 10 Jul 89
NOTE- 24p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Junior High Schools; *Locus of Control; Program Descriptions; *Science Activities; Science Materials; *Science Programs; Secondary Education; *Secondary School Science

This project was designed to investigate the effect of the use of cause-and-effect activities in the science curriculum on the locus of control of the learner. The purpose of this research is to find the effect of the activities on the learner's locus of control and attitude toward science at grades 7 through 10. A multivariate analysis of covariance was carried out using pretest scores. Science activities emphasizing cause-and-effect relationships increased the internal locus of control of students in the eighth grade. However, at the ninth grade level the opposite occurred. Two possible reasons for the contrary results were discussed. There were significant treatment effects on the attitudes towards the social implications of science, normality of scientists, and inquiry. Implications for science activity and further research were suggested. Activities used in the project by grade are listed in the appendix. (YP)

ED 309 950 SE 050 784

Chee, Chia Teck
Misconceptions Concerning Laws of Motion, Frictional Force and Work Done among Students of Different Abilities at Upper Secondary Level.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Force; Foreign Countries; *Mechanics (Physics); *Misconceptions; Motion; Physics; *Science Instruction; *Science Materials; *Science Tests; Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- *Singapore

This study was designed to identify students' misconceptions concerning frictional force, and Newton's laws of motion. It was also designed to determine the effectiveness of using instructions based on students' misconceptions to improve the teaching of physics. A pencil-and-paper test was administered to three groups of 16-year-old students: average students, above average students, and gifted students. Some common misconceptions were listed and comparisons of misconceptions among the three groups were illustrated. To ovecome students' misconceptions, a teaching unit with instructional materials using students' misconceptions was designed. The instructional strategy suggested by the principle of conceptual change was developed for students in the experimental group. Statistical analysis of data showed that students in the experimental groups performed significantly better and with fewer misconceptions as compared with students who learned the same concepts and laws through the usual way of lesson delivery. A 20-item test for identifying the misconceptions is appended. (YP)

ED 309 951 SE 050 787

Sowder, Judith T., Ed.

Setting a Research Agenda. Research Agenda for Mathematics Education. Volume 5.

National Council of Teachers of Mathematics, Inc., Reston, Va.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 89

AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($7.50; 20% discount for 10 or more).

NOTE- 64p.; For other volumes see ED 295 835, ED 297 933, and ED 307 120.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)

DESCRIPTORS- Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Research Needs; *Research Opportunities; *Research Projects; State of the Art Reviews

IDENTIFIERS- *Mathematics Education Research

This monograph is one of a series. The purpose of this monograph is to give an overview of the research agenda project by providing the context and background within which it took place. Chapters included are: (1) "The National Council of Teachers of Mathematics Research Agenda Project" (outlining the background and implementation of the project); (2) "Revolution, Reform, and Research in Mathematics Education" (describing the social and intellectual context of the project); (3) "The State of Research in Mathematics Education" (summarizing the historical development and implications of mathematics education research); (4) "Two Underlying Themes" (presenting the nature of mathematical knowledge and mathematics instruction); (5) "Further Opportunities for Research" (including curriculum, social contexts, cross-cultural research, affective issues, equity issues, teacher education, and evaluation); and (6) "The Agenda Process" (discussing the setting, implementing, and evolution of a research agenda). Tables of contents from monographs of proceedings are appended. (YP)

Hedges, Larry V.; And Others
A Practical Guide to Modern Methods of Meta-Analysis.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 ($9.50; PB-52).
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Effect Size; Higher Education; *Meta Analysis; *Research Methodology; *Science Education; *Statistical Analysis; Statistical Data; Statistical Studies; Synthesis

Methods for meta-analysis have evolved dramatically since Gene Glass first proposed the term in 1976. Since that time statistical and nonstatistical aspects of methodology for meta-analysis have been developing at a steady pace. This guide is an attempt to provide a practical introduction to rigorous procedures in the meta-analysis of social science research. It approaches the use of modern statistical methods in meta-analysis from the perspective of a potential user. The treatment is limited to meta-analysis of studies of between-group comparisons using the standardized mean difference as an index of effect magnitude. This guide is organized according to a variant of Cooper's stages of the research review process: (1) problem formulation; (2) data collection and data evaluation, data analysis and interpretation; and (3) presentation of results. Although each stage is discussed, the greatest emphasis is placed on the stage of data analysis and interpretation. Examples from a synthesis of research on the effects of science curricula are used throughout for illustration. Because this book is intended to be a practical guide, the references are provided primarily to exemplify issues or techniques rather than to provide theoretical discussions or derivations. (CW)

ED 309 953　　　　　　　　　　SE 050 789

Millar, Robin, Ed.
Doing Science: Images of Science in Science Education.
PUB DATE- 89
AVAILABLE FROM- Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007 ($22.00).
NOTE- 227p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Cognitive Development; Elementary School Science; Elementary Secondary Education; Science Activities; *Science Education; Science History; *Secondary School Science; *Social Behavior; Social Influences; *Sociology
IDENTIFIERS- *Constructivism

The fields of science education and science studies and their respective academic communities, while appearing to have many potential points of contact, remain surprisingly separate, with little apparent recognition of the relevance to the interests of each to work done within the other traditions. As a field of study science education deals with the induction of the next generation of scientists into scientific ways of thinking and working and with the wider dissemination of a "public understanding of science" among the population at large, and with the issues which these concerns raise. Social studies of science (or science studies) is the collective term for a group of disciplinary interests in science, notably sociology, history and philosophy of science. Several studies of science have centered on the institutions of science, the practices of scientists and the nature of scientific knowledge. This book was written to try to bridge the gap between the interests of these two groups. Topics discussed include: (1) science instruction; (2) experimentation; (3) constructivism; (4) reading and writing about science; and (5) modifying the image of science for children. (CW)

ED 309 954 SE 050 791

Hsu, Shun-Yi
An Analysis of a Model for Developing Instructional Materials for Teaching Physical Science Concepts for Grade 8 Students in the Republic of China.
PUB DATE- 89
NOTE- 313p.; Ph.D. Dissertation, The Ohio State University.
LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cognitive Ability; Doctoral Dissertations; Educational Improvement; Grade 8; *Instructional Materials; Junior High Schools; *Middle Schools; *Models; *Physical Sciences; Science Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Taiwan

An instructional model based on a learning cycle including correlation, analysis, and generalization (CAG) was developed and applied to design an instructional module for grade 8 students in Taiwan, Republic of China. The CAG model was based on Piagetian theory and a concept model (Pella, 1975). The module developed for heat and temperature was administered to test its effects by comparing its use with the same unit in the New Physical Science Curriculum (NPSC). The population was comprised of classes selected from four types of schools. The treatments given were instructional materials, teacher training, pretest, and posttest. Students who were in the experimental group received a copy of the CAG module. Students who were in the control group used the NPSC (1988) material. The major findings were presented as follows: (1) the CAG module tended to improve science learning in an effective way; (2) academic ability and reasoning skills of students were related significantly to achievement; (3) concrete written materials tended to have a positive impact on the science achievement for eighth-grade students; (4) Piagetian logical thinking was found to be a significant predictor for science achievement; and (5) several student misconceptions related to the topics were detected in the tests and interview analyses. (CW)

ED 309 955 SE 050 792

Driscoll, Mark
Transforming the "Underachieving" Math Curriculum. ASCD Curriculum Update.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Jan 88
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314-2798 ($1.00 single copy, prepaid SASE #611-88026; contact for multiple copy discounts).
NOTE- 10p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum; *Demonstration Programs; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction

This report discusses the change in mathematics curriculum influenced by researchers, society, and the mathematics field. Many research results suggest that students should learn mathematics by experience. Students' misconceptions may be formed because of the sudden shift from arithmetic to algebra. Up to the eighth grade, mathematical content has been heavily repeated. For more of the active doing of mathematics, four common activities (abstracting, inventing, proving, and applying) and four processes (generalizing, conjecturing, convincing, and specializing) are recommended. The curriculum standards developed by the National Council of Teachers of Mathematics, the curriculum framework developed by the National Academy of Sciences, some projects sponsored by the National Science Foundation, the University of Chicago School Mathematics Project, and other projects are described. Constraints against curricular change are listed and teacher collaboration is emphasized as accessary to obtain change in mathematics curriculum. Six schools selected as exemplary programs are introduced. Addresses of five mathematics curriculum projects and project directors involved in the Urban Mathematics Collaborative project are listed. (YP)

New Dimensions in Science Education.
Ohio State Dept. of Education, Columbus. Div. of Inservice Education.
PUB DATE- 88
AVAILABLE FROM- Ohio Department of Education, Division of Inservice Education, 65 South Front Street, Room 1013, Columbus, Ohio 43266-0308 (free while supply lasts).
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Development; Demonstration Programs; Educational Assessment; *Educational Improvement; Educational Objectives; *Elementary School Science; Elementary Secondary Education; *Process Education; Science and Society; Science Curriculum; Science Education; *Scientific Literacy; *Secondary School Science; Teacher Education

The United States of America is a society dependent upon science and technology. This will be even more evident in the 21st century, when many jobs will exist in fields not yet developed. Decisions relating to yet unknown data will need to be made. The individual will need to be scientifically and technologically literate to be able to relate to the home, the workplace, and the global community. To provide quality education in preparation for the future, the Ohio Department of Education continues to believe that science education is an important priority for our students. A quality science program that develops in students the skills and tools to meet the challenges of the future must be provided. This publication provides school district personnel with current information, creative ideas, and suggested procedures for planning and implementing improved science education programs. The document discusses problems and issues in science education; scientific literacy; effective science program characteristics, design, development, and implementation; and science program goals. A list of scientific thinking and process skills, and a science program self-appraisal instrument are appended. (CW)

ED 309 957 SE 050 794

Slisz, Jill
Establishing the Goals of a Science Fair Based on Sound Research Studies.
PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Competition; Educational Objectives; *Elementary School Science; Elementary Secondary Education; Extracurricular Activities; Literature Reviews; *Science Activities; Science Education; *Science Fairs; Science Projects; *Secondary School Science; *Student Motivation

Science fairs are held in many elementary, junior high, and high schools. Typically they are thought of as a competitive event where students display science projects. Publications occasionally print accounts of successful science fairs, but these articles are usually based on opinions rather than on research. The purpose of this study is to report desirable characteristics of a school science fair according to available research. The characteristics include: (1) type of project to be entered in the fair; (2) determination of students who should participate; (3) relative merits of competitive or noncompetitive fairs; (4) value of working individually or in groups; (5) motivators offered; and (6) amount of work expected to be done outside of the classroom. The document includes the summaries of 35 articles and a glossary. Several recommendations are stated: students should do experimental projects; students of all grade levels should participate; competition with clear goals can be an effective motivator in science fairs; the most effective structures include cooperative student projects; and better quality projects can be expected when children work on them outside of the classroom. (CW)

ED 309 958 SE 050 795

Schaalma, Deborah
Gender Differences in Mathematics Achievement: Do They Exist? If So, What Are Their Causes?
PUB DATE- 6 Jul 89
NOTE- 45p.; In partial fulfillment of the requirements for S591-Exit Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Affective Behavior; Educational Improvement; Females; Literature Reviews; *Mathematics Achievement; Mathematics Education; *Parent Attitudes; *Sex Differences; *Student Attitudes; *Teacher Attitudes

The purpose of the study was to identify possible causes of gender differences in mathematics achievement. Educators need to be aware that gender differences may exist and encourage all students in the study of mathematics. Annotations of 38 articles and a glossary are included. It was concluded that affective factors are responsible for differences when they do occur. These may include student, parent, and teacher attitudes, and experiences outside of the classroom. Eleven recommendations are provided including: (1) teachers should provide information about math-related careers and the amount of mathematics required to enter those careers; (2) teachers should provide activities which allow students to practice spatial skills; (3) research must continue to investigate further what can be done to close the gap in mathematics achievement; (4) the SAT should be examined to determine if it is a fair predictor of achievement for both males and females; and (5) parents should be made aware of the importance of mathematics for all students, not just males; and of how their own attitudes affect the attitudes of their children. (CW)

ED 309 959 SE 050 796

Nolen, Susan Bobbitt; Haladyna, Thomas M.
Psyching Out the Science Teacher: Student Motivation, Perceived Teacher Goals and Study Strategies.
PUB DATE- 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Educational Objectives; High Schools; Learning Motivation; Models; Path Analysis; Research Design; Science Education; *Science Teachers; *Secondary School Science; *Student Attitudes; *Student Motivation; Study Skills; Surveys; *Teacher Influence

This paper describes a model of the influence of personal and environmental factors on students' valuing of two deep-processing strategies for studying expository texts. In the model, task orientation (a form of intrinsic motivation in which learning and understanding are the major goals) interacts with perceptions of the teacher's goals to influence both subsequent task orientation and strategy-value beliefs. Questionnaire data from 281 high school science students, collected near the beginning and end of a school year, were used to test the model. The questionnaires included measures of two additional variables thought by other theorists to influence study strategy use: perceived ability and attitude toward science. Individual differences in the initial level of students' task orientation appear to exert a powerful influence, both on later motivation and on their belief in the value of deep-processing strategies. Perceptions that their teacher wanted them to think independently as well as thoroughly master the material appear to positively influence both students' task orientation and their strategy-value beliefs over the course of a school year. Neither perceived ability nor attitude toward science added significantly to the model's explanatory power. The theoretical and practical implications of these findings are discussed, with an emphasis on the potential for teachers to affect student goals and strategies for studying science. (Author)

ED 309 960   SE 050 797

McCreery, Louis

Motivators for Algebra One: A Situational Approach. Lesson Plans for the New California Framework and the New National Standards.

California State Polytechnic Univ., Pomona. Office of Continuing Education.

PUB DATE- 89
AVAILABLE FROM- Office of Continuing Education, CSPU Pomona, 3801 W. Temple Avenue, Pomona, CA 91768 ($6.50).
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Grade 7; Grade 8; Instructional Materials; Junior High Schools; *Lesson Plans; *Mathematical Concepts; Mathematical Enrichment; *Mathematics Instruction; *Mathematics Materials; Mathematics Tests; *Problem Sets; Student Centered Curriculum
IDENTIFIERS- *California

This monograph provides activities for beginning algebra students to develop an understanding of the meaning and use of letter symbols, to show applications of algebra in their own lives, and to develop an understanding of mathematical processes through investigation. The activities included were developed by considering the students' mathematical knowledge, interests, maturity level, and everyday living. Several attributes of a student-centered classroom are listed. The lessons fall under four headings: (1) "Bridges from Arithmetic to Algebra"; (2) "Estimation & Conjecture"; (3) "Situational Lessons"; and (4) "Investigations." Learning materials and answers to questions in the lessons are appended. (YP)

ED 309 961 SE 050 798

Perdue, Peggy K.
Small Wonders. Hands-On Science Activities for Young Children.
PUB DATE- 89
AVAILABLE FROM- Good Year Books, Department GYB, 1900 E. Lake Avenue, Glenview, IL 60025 ($7.95).
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Early Childhood Education;

Elementary Education; Elementary School Science; Experiential Learning; *Integrated Activities; Learning Activities; *Physical Sciences; *Preschool Education; *Primary Education; *Science Activities; Science Education

Children are natural scientists and are constantly questioning and challenging the world around them. This book is designed to help preschool and primary teachers see the science in common things. It is a book of manipulative activities that are designed to nurture a child's natural curiosity as well as integrate science with other areas. Reproducible lab sheets are included to help students learn to classify and organize data. Each activity includes a materials list, preparation, focusing activity, procedure, evaluation activity, and extension activities. The 29 activities include experiences with the properties of air, colors, bubbles, insects, graphing, dissolving, evaporation of water, bouyancy, simple machines, plants, senses, microscopes, classifying, animals, massing objects, foods, sounds, magnetism, health, friction, and changes of state. A teacher's guide to the scientific method and directions for using this book are included. (CW)

ED 309 962 SE 050 799

Stone, Janet I.
Hands-On Math: Manipulative Math for Young Children. Ages 3-6.
PUB DATE- 90
AVAILABLE FROM- Good Year Books, Inc., 1900 E. Lake Avenue, Glenview, IL 60025 ($11.95).
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Early Childhood Education; *Fundamental Concepts; Instructional Materials; *Mathematical Concepts; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; *Number Concepts; *Preschool Education

Provided are 121 mathematics activities for children aged 3 to 6. Sections include: (1) "Introduction" (describing how to use the book, how to communication with parents, what materials are needed, and how to begin, and also indicating cross-curriculum areas); (2) "Shapes" (describing 20 activities that provide children with an awareness of shapes, primarily geometric ones); (3) "Sizes" (presenting 19 activities for awareness of sizes); (4) "One-to-One Correspondence" (11 activities for matching, counting, and comparing skills); (5) "Counting with Understanding" (providing 20 activities); (6) "Recognizing and Ordering Numerals" (16 activities helping to identify and recognize numerals and begin writing and ordering them); (7) "Parts and Wholes" (providing 7 activities); (8) "Joining and Separating Sets" (helping to develop the concept of addition and subtraction with 13 activities); and (9) "Exploring Tools of Measurement" (14 activities using timers, clocks, rulers, coins, balance scales, and measuring cups and spoons). Parent notes for 10 activities and 26 playsheets are appended. (YP)

ED 309 963   SE 050 800

Enright, Brian E.; Connolly, Mary I.
A Research and Development Report on "The ENRIGHT Diagnostic Inventory of Basic Arithmetic Skills."
PUB DATE- 6 Apr 89
NOTE- 8p.; For a related paper, see SE 050 801.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; *Elementary School Mathematics; Elementary Secondary Education; Junior High Schools; *Mathematics Skills; *Mathematics Tests; Secondary School Mathematics; *Test Construction; Test Manuals; Test Reliability; Test Validity

The purpose of this paper is to report the research that took place during the development of the "ENRIGHT Diagnostic Inventory of Basic Arithmetic Skills." This is a criterion-referenced test designed to provide educators with information useful for changing instructional strategies based on known error patterns of students in grades 1 through 9. The Inventory is a group- or individually-administered 3-level system developed to minimize testing time. Each level narrows the area of interest until the critical skill is reached. The overall Inventory measures 144 sequentially ordered skills. This report describes the development procedure, which involved testing and studying approximately 7000 students over a 5-year period. The curriculum referencing component as well as the content validity, and subtest reliability studies conducted during the research are also described. The study as a whole led to the development of 233 error patterns that are descriptive of all predictable errors found in the research. The paper concludes with the descriptions of the three forms of information provided by the inventory: (1) computational skills competency; (2) analysis of error patterns; and (3) grade level information. (YP)

ED 309 964 SE 050 801

Linkous, L. W.; And Others
A Research Report on "The ENRIGHT ARITHMETIC PROGRAM": Use in an Urban Intermediate School.
PUB DATE- 6 Apr 89
NOTE- 7p.; For a related paper, see SE 050 800.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; *Elementary School Mathematics; Intermediate Grades; *Mathematical Enrichment; *Mathematics Achievement; Mathematics Skills; *Remedial Mathematics; *Remedial Programs; Urban Schools

The Enright Arithmetic Program is a diagnostic-prescriptive program designed to facilitate an effective remedial effort. This paper evaluates the effect of the use of the program on the performance of students needing remedial education in mathematics. The program begins by establishing for each student the exact set of skills that the student currently needs to learn and also identifies the exact error pattern causing the student's current failure. Practice materials cross-referenced to the precise skill the student needs to learn are provided. In addition, the program indicates strategies designed to remediate the student's specific error pattern. The results measured by a city-wide mathematics test and a criterion-referenced test showed the positive effect of the program on the rate of skill acquisition of students in an intermediate school (grades 5 through 8). (YP)

ED 309 965 SE 050 802

Mayer, Victor J.; Fortner, Rosanne W.
The Ohio Sea Grant Education Program: Development, Implementation, Evaluation. Revised.
Ohio State Univ., Columbus. Ohio Sea Grant Program.
PUB DATE- 87
AVAILABLE FROM- Ohio Sea Grant College Program, 1541 Research Center, 1314 Kinnear Road, Columbus, OH 43210 ($8.00; EP-075).
NOTE- 138p.

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Marine Education; *Program Content; *Program Descriptions; Program Design; *Program Development; *Program Evaluation; Science Education; Teacher Education

In 1975, the Columbus Council of the Navy League of the United States provided a grant to The Ohio State University in support of a state survey to determine the level of understanding of marine information among the public school children of Ohio. In addition, it supported a summer workshop in the Humanities of the Seas conducted for teachers in Ohio schools. Thirty teachers participated from all parts of the state. These events marked the beginning of the program in Marine and Aquatic Education now conducted through Ohio Sea Grant. They in turn lead to the development of the Ohio Sea Grant Education Program. In the process of its development, a particular organization and philosophy has been implemented that may be of interest as a model for other Sea Grant Education programs and indeed for other programs seeking to improve education in any area of concern. This monograph has been designed to provide a detailed explanation of the organization and philosophy of the program and the rationale used in each of its elements. In addition, a detailed description of the methods and results of extensive evaluation efforts are included. Additional articles, including research, and examples from the program are appended. (CW)

ED 309 966 SE 050 803

Martocci, Barbara; Wilson, Greg
A Basic Guide to Nuclear Power.
Edison Electric Inst., Washington, DC.
PUB DATE- 87
AVAILABLE FROM- Edison Electric Institute, 1111 Nineteenth Street, NW, Washington, DC 20036-3691 ($1.20).
NOTE- 25p.; Photographs and color graphics may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Atomic Structure; *Energy Education; Environmental Education; *Hazardous Materials; Instructional Materials; Middle Schools; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; Radiation; Science Education; Secondary Education; *Secondary School

Science; Waste Disposal

More than 100 nuclear power plants supply over 17 percent of the electricity in the United States. The basic principles of how nuclear energy works and how it is used to make electricity are explained in this profusely illustrated booklet written for the average sixth grade reader. Discussions include: (1) atomic structure; (2) nuclear fission; (3) how heat is produced; (4) how electricity is produced; (5) radioactivity; (6) fuel management; (7) waste from nuclear power; and (8) the status of nuclear power in the world. The Chernobyl (USSR) reactor and cooling towers are highlighted. Many diagrams are included. (CW)

Van Vranken, Nancy S., Ed.
Air Pollution. Teachers Clearinghouse for Science and Society Education Supplement.
Teachers Clearinghouse for Science and Society Education, Inc., New York, NY.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acid Rain; *Air Pollution; *Climate; Conservation (Environment); *Environmental Education; *Instructional Materials; Natural Resources; Science Education; Secondary Education; *Secondary School Science; Wastes
IDENTIFIERS- Global Warming

To the casual observer, it seems improbable that human beings could produce a global environmental change. However, collective human activities have taxed the Earth's recuperative powers to their limit. The conflict of a global economy and the ecological support system make it difficult to change current conditions. Students should be made aware that there are actions they can take that will slow the rate of environmental decay. This publication is designed to provide teachers with sources of information to teach about air pollution. Two brief articles discuss greenhouse gasses, chlorofluorocarbons, climate change, and air quality. Resources listed include: (1) 61 organizations; (2) 80 journal articles; (3) 27 pamphlets; (4) 38 books; (5) 9 media materials; and (6) 2 software packages. (CW)

ED 309 968 SE 050 807

Lindquist, Mary Montgomery, Ed.
Results from the Fourth Mathematics Assessment of the National Assessment of Educational Progress.
National Council of Teachers of Mathematics, Inc., Reston, Va.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($15.00; 20% discount for members, bookstores, or for orders of 10 or more copies).
NOTE- 173p.; For the report of the Second National Assessment, see ED 204 107.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- Achievement Tests; Attitude Measures; *Educational Assessment; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Concepts; *Mathematics Achievement; Mathematics Skills; *Mathematics Tests; Minority Group Children; *National Surveys; *Secondary School Mathematics; Sex Differences
IDENTIFIERS- *Fourth Mathematics Assessment (1985); National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) completed its fourth mathematics assessment during the 1985-86 school year and finished the analyses of the results in 1988. This monograph, prepared by an interpretive team of the National Council of Teachers of Mathematics, represents a comprehensive discussion of the results of the fourth assessment based on the analyses provided by NAEP. The monograph presents examples of the cognitive and affective items and summarizes the results of the individual items for the different grade levels and subgroups. Topics discussed include: (1) mathematical methods; (2) discrete mathematics; (3) organization and interpretation of data; (4) measurement; (5) geometry; (6) variables and relations; (7) number and operations; (8) the use of calculators; (9) attitudes toward mathematics; (10) math proficiency levels nationally and for demographic subgroups; and (11) minority and gender differences in mathematics. Bibliographies for the four NAEP assessments are listed. (YP)

ED 309 969 SE 050 808

Kindergarten Mathematics.
Ohio State Dept. of Education, Columbus. Div. of Inservice Education.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Fundamental Concepts; *Kindergarten; *Mathematical Concepts; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; Primary Education

This monograph is one of a series describing goals, student outcomes, and instructional techniques for mathematics in the elementary and middle grades. Sections included are: (1) "Introduction"; (2) "Overview of the Kindergarten Mathematics Program"; (3) "Kindergarten Teaching Considerations" (considering variability, learning characteristics, language development, manipulatives, and personalizing instruction); (4) "Teaching Emphases" (discussing prenumber experiences, number activities, counting, measurement, geometry, and problem solving with sample questions and activities); (5) "Major Learning Outcomes for Kindergarten"; (6) "Evaluation"; (7) A Final Word"; and (8) "Resources." (YP)

ED 309 970 SE 050 809

Goldfarb, Theodore D., Ed.
Clashing Views on Controversial Environmental Issues. Third Edition. Taking Sides.

PUB DATE- 89
AVAILABLE FROM- Dushkin Publishing Group, Sluice Dock, Guilford, CT 06437 ($9.95, 10% discount on 5 or more).
NOTE- 354p.; For another publication in this series, see SE 050 811.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Careers; *College Science; Conservation (Environment); *Controversial Issues (Course Content); *Critical Thinking; *Environmental Education; Ethics; Hazardous Materials; Higher Education; Moral Issues; Natural Resources; Nuclear Energy; Political Issues; Pollution; Population Education; *Science and Society; Secondary Education; Secondary School Science; Social Problems; Technology; Values; Waste Disposal
IDENTIFIERS- *Global Warming; *Ground Water

The student who has thoughtfully examined opposing viewpoints on an issue should perceive what other position can be occupied on that issue and should learn to carefully consider antithetical viewpoints. The development of this critical approach is the purpose of this book. An introduction, postscript summary, and pro and con articles or published exerpts on each of 19 controversial issues are included. The issues are grouped under the following four headings: (1) "General Philosophical and Political Issues"; (2) "The Environment and Technology"; (3) "Disposing of Wastes"; and (4) "The Environment and the Future." (CW)

ED 309 971 SE 050 811

Levine, Carol, Ed.
Clashing Views on Controversial Bioethical Issues. Third Edition. Taking Sides.
PUB DATE- 89
AVAILABLE FROM- Dushkin Publishing Group, Sluice Dock, Guilford, CT 06437 ($9.95, 10% discount on 5 or more).
NOTE- 370p.; For another publication in this series see SE 050 809.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bioethics; Biological Sciences; *College Science; *Controversial Issues (Course Content); *Critical Thinking; Ethics; Higher Education; Medicine; Moral Issues; *Moral Values; Political Issues; *Science and Society; Secondary Education; Secondary School Science; Social Biology; Social Problems; Technology; Values

The student who has thoughtfully examined opposing viewpoints on an issue should perceive what other position can be occupied on that issue and should learn to carefully consider antithetical viewpoints. The development of this critical approach is the purpose of this book. An introduction, postscript summary, and two articles or published excerpts which delineate the pros and cons of each issue are provided. In this volume, 20 controversial issues are discussed. These cover: (1) reproductive choices; (2) decisions about death; (3) the doctor-patient relationship; (4) experimentation with humans and animals; and (5) public policy and bioethics. (CW)

ED 309 972 SE 050 812

Braun, Phyllis Cellini, Ed.
Biology, Fifth Edition. Annual Editions Series.
PUB DATE- 88
AVAILABLE FROM- Dushkin Publishing Group, Inc., Sluice Dock, Guilford, CT 06437 ($9.95; 10% discount on five or more).
NOTE- 214p.; For other "Annual Editions," see SE 050 813-814.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Acid Rain; Behavior; *Biology; *College Science; Conservation (Environment); *Current Events; *Environmental Education; Evolution; Genetics; Higher Education; Instructional Materials; Medicine; Natural Resources; Physiology; *Science and Society; Science Education; Secondary Education; *Secondary School Science

This book is one in a series designed to provide access to a wide range of selected articles from magazines, newspapers, and journals. This volume contains 46 articles by scientists, educators, researchers, and writers providing effective and useful perspectives on today's important topics in the study of biology. Articles included in this guide are divided into seven topical units: (1) "Evolution"; (2) "Genetics"; (3) "Behavior"; (4) "The Brain"; (5) "Physiology"; (6) "Medicine"; and (7) "The Environment." A brief introduction which includes discussion questions precedes each unit. (CW)

ED 309 973 SE 050 813

Allen, John, Ed.
Environment 89/90. Eighth Edition. Annual Editions Series.
PUB DATE- 89
AVAILABLE FROM- Dushkin Publishing Group, Inc., Sluice Dock, Guilford, CT 06437 ($9.95; 10% discount on five or more).
NOTE- 214p.; For other "Annual Editions," see SE 050 812-814.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)

DESCRIPTORS- *College Science; *Conservation (Environment); Controversial Issues (Course Content); *Current Events; Ecology; Endangered Species; *Environmental Education; Higher Education; Instructional Materials; Natural Resources; Pollution; Population Education; Science and Society; Science Education; Secondary Education; *Secondary School Science

This book is one in a series designed to provide access to a wide range of selected articles from magazines, newspapers, and journals. This volume contains 32 articles by environmentalists, scientists, educators, researchers, and writers providing effective and useful perspectives on important topics in the study of environment. Articles included in this guide are divided into five topical units: (1) "Population: People and Hunger"; (2) "Energy: Present and Future Problems"; (3) "Pollution: The Hazards of Growth"; (4) "Resources: Land, Water, and Air"; and (5) "Biosphere: Endangered Species." A brief introduction which includes discussion questions precedes each unit. (CW)

ED 309 974 SE 050 814

Jackson, Robert, Ed.
Global Issues 89/90. Fifth Edition. Annual Editions Series.
PUB DATE- 89
AVAILABLE FROM- Dushkin Publishing Group, Inc., Sluice Dock, Guilford, CT 06437 ($9.95; 10% discount on five or more).
NOTE- 246p.; For other "Annual Editions," see SE 050 812-814.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- College Science; Conservation (Environment); *Controversial Issues (Course Content); Current Events; Developing Nations; *Environmental Education; Higher Education; *Instructional Materials; Natural Resources; Population Education; *Science and Society; Science Education; Secondary Education; Secondary School Science; *Social Problems; *Values

This book is one in a series designed to provide access to a wide range of selected articles from magazines, newspapers, and journals. This volume contains 55 articles by scientists, educators, researchers, and writers providing effective and useful perspectives on today's important topics in the study of global issues. Articles included in this guide are divided into seven topical units: (1) "Global Issues: A Clash of Views"; (2) "Population"; (3) "Natural Resources"; (4) "Development" (in both nonindustrial and industrial nations); (5) "Conflict" (among nations); (6) "Communications"; and (7) "Human Values." Each unit is preceded by a brief introduction which includes questions for discussion. (CW)

ED 309 975 SE 050 816

Tandy, Phyllis L.
The Influence of Higher Level Mathematics Courses on the Results of the ACT: A Review of the Literature.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Literature Reviews; *Mathematics Achievement; Mathematics Curriculum; Mathematics Skills; *Mathematics Tests; Secondary Education; *Secondary School Mathematics; Sex Differences; *Standardized Tests; Test Score Decline
IDENTIFIERS- *ACT Assessment

This literature review examined the relationship between the type of mathematics courses taken and scholastic mathematics achievement. The paper concludes that there is a high correlation between types of mathematics courses taken and scholastic math achievement. Specifically, higher level mathematics courses enhance and foster analytical thinking and problem solving ability among students. Consequently, students who have been enrolled in upper level math courses have traditionally scored higher on national tests. The learning resulting from high school through college preparatory math courses enhance a student's success rate in college. Nine references are listed. (YP)

ED 309 976 SE 050 817

Science in Orbit. The Shuttle & Spacelab Experience: 1981-1986.
Marshall Space Flight Center, Huntsville, AL.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC ($16.00).
NOTE- 131p.; Photographs may not reproduce well.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Historical Materials (060)
DESCRIPTORS- *Aerospace Technology; *Astronomy; *College Science; Earth Science; Higher Education; Physics; *Research and Development; *Satellites (Aerospace); Science and Society; Space Exploration; *Space Sciences
IDENTIFIERS- Spacelab; Space Shuttle

Doing science in the Shuttle and Spacelab is a different experience than having an instrument on a satellite; science becomes more "personal." Interaction between scientists on the ground and the onboard crew in conducting experiments adds a new dimension to a science mission. It transforms the mission from a focus on machines, electronics, and nameless bits of data to a human adventure. By monitoring the experiment data stream, talking to the crew, and watching live television from orbit, scientists on the ground virtually work side by side with their colleagues in space. This close interaction enables scientists on the ground or in space to respond to experiment results as they happen, adjust the experiment if appropriate, and maximize the scientific return. Manned space science is a very special bridge that transports the scientist on the ground to space in a way not possible by other research methods. This book describes living and working conditions on the Spacelab and the Space Shuttle as well as experiments related to: (1) materials science; (2) solar physics; (3) space plasma physics; (4) atmospheric science; (5) earth observation; (6) astronomy and astrophysics; and (7) new technologies. (CW)

ED 309 977 SE 050 818

Cetorelli, Nancy; And Others
A Review of Selected Microcomputer Software Packages with Lessons for Teaching Mathematics Grades 8-12. Volume 3. A Curriculum Development Project of the Project To Increase Mastery of Mathematics and Science (PIMMS).
Wesleyan Univ., Middletown, Conn.
SPONS. AGENCY- Connecticut State Board of Higher Education, Hartford.; Connecticut State Dept. of Education, Hartford.
PUB DATE- Apr 89
NOTE- 147p.; For volume 1 see ED 302 423; for volume 2 see ED 302 424.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Computer Software Reviews; *Courseware; Geometric Concepts; *Geometry; *Mathematical Concepts; Mathematics Instruction; *Mathematics Materials; Mathematics Skills; Mathematics Tests; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Apple II; IBM Personal Computer; Project to Increase Mastery of Math and Science

The purpose of this project is to help teachers of mathematics use the computer to aid the teaching and learning of many mathematical concepts in a meaningful way. To this end, commercially available software packages are described which are versatile, cost effective, and easy to use. A review and several lessons, each including homework exercises, have been written for each package and are presented in ready-to-use form. Chapter 1, "The Factory," presents four lessons simulating an assembly line. Chapter 2, "Gears: Strategies in Problem Solving," contains four lessons of puzzle building and solving. Chapter 3, "Building Perspective," provides four lessons for developing visual thinking skills (spatial perception and spatial reasoning). Chapter 4, "The Geometric Supposer: Triangles," includes lessons on random points of triangles, medians of a triangle, and Heron's formula. Chapter 5, "The Geometric Supposer: Quadrilaterals," offers two lessons about areas of parallelograms and quadrilaterals. All five software packages reviewed are published by Sunburst Communications. (YP)

ED 309 978 SE 050 819

Andren, Birgitta, Comp.
Swedish Schools in an International Perspective.
National Swedish Board of Education, Stockholm.
PUB DATE- Aug 89
AVAILABLE FROM- Planning and Co-ordination Division, The National Board of Education, Skoloverstyrelsen, S-106 42 Stockholm (free while supply lasts).
NOTE- 44p.; Charts and graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Comparative Education; Economic Factors; Educational Assessment; Elementary Secondary Education; Foreign Countries; *International Programs; Mathematics Education; *Mathematics Tests; *Reading Comprehension; Science Education; *Science Tests; Student Evaluation
IDENTIFIERS- *International Assn Evaluation Educ Achievement; *Sweden

The International Association for the Evaluation of Educational Achievement (IEA) conducted several surveys between 1964 and 1985. Sweden has taken part in nine of the surveys. This paper reports the survey results briefly. Major sections included are: (1) Swedish results for all IEA studies; (2) science tests in 1970 and 1983; (3) mathematics tests in 1964 and 1980; (4) reading comprehension in 1970; (5) geographical knowledge survey; (6) statisfaction with life and school; (7) contextual variables collected by IEA studies, including school time, resource inputs, homework, and video watching; and (8) economic analysis of the Swedish education system. Many tables and graphs are provided. A list of Swedish publications related to the nine studies is appended. (YP)

ED 309 979 SE 050 820

McPheeters, Harold L.
Health Research = Economic Development. Translating Health Research Findings into Economic Development.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 89
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790 ($4.50).
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; *Economic Progress; *Health Programs; Health Services; Higher Education; *Medical Research; Productivity; *School Health Services; *State Government; *Universities

Health care has become a leading growth sector of the economy, and a large part of that growth has its origin in the research generated by faculty in academic health centers. This paper discusses an effective program for translating academic health center research into economic development based upon observations at 12 centers. Topics included are: (1) issues, suggesting major steps of the translation; (2) history of the translation; (3) site visits to the 12 centers; (4) research in the centers; (5) technology transfer; (6) criteria for successful transfer programs; and (7) recommendations for state governments and universities. (YP)

Pushing a Boulder Uphill: Three Reporters View State Progress in Math/Science Education.

Education Writers Association, Washington, DC.
SPONS. AGENCY- Institute for Educational Leadership, Washington, D.C.; Standard Oil/BP America.
PUB DATE- Jun 88
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036 ($3.50 plus $2.00 postage, handling).
NOTE- 68p.; Pages with small print or photographs in appendices may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Mathematics Education; Mathematics Teachers; Preservice Teacher Education; Program Descriptions; *Science Education; Science Teachers; *Secondary School Mathematics; *Secondary School Science; Teacher Shortage
IDENTIFIERS- Colorado; North Carolina; Ohio

Since the early 1980s, many reports have appealed for improvement in science and mathematics education in the schools. Even when new and/or supplementary materials are provided and made available to teachers, natural inertia is difficult to overcome. This document reports on the status of science and mathematics education improvement in three states: Colorado, Ohio, and North Carolina. An overview of the project is presented by Anne Lewis. The reports of three journalists: Jim Wright (The Rocky Mountain News); Kathy Foster (The Columbus Dispatch); and David Perkins (Raleigh News and Observer) are presented in this document. The project itself, rural schools, teacher education, teacher qualifications, elementary schools, attracting women and minorities, teacher shortages, teaching innovations, and math-science networks are discussed. The appendices provide news stories based on two of the reports, as well as a list of assessment project questions. (CW)

ED 309 981 SE 050 823

Lazoricek, Frank

Computer and Video Instructional Materials. HSPT Resource Guide: Mathematics.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- 87

AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 W. State Street, Trenton, NJ 08625 ($3.50).

NOTE- 98p.; Tables with small print may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Computer Software; *Computer Software Reviews; Elementary School Mathematics; Elementary Secondary Education; Mathematical Concepts; *Mathematics Materials; *Mathematics Skills; *Mathematics Tests; Resource Materials; *Secondary School Mathematics; *Videotape Cassettes

IDENTIFIERS- *New Jersey

This resource guide is designed to assist educators by identifying materials that will develop the skills tested on the mathematics section of the New Jersey High School Proficiency Test (HSPT). Major sections included are: (1) "Introduction" (describing background information on the HSPT and format of this guide); (2) "Mathematics Skills Assessed on the High School Proficiency Test" (listing seven clusters and specific skills); (3) "Software" (providing a matrix illustrating the grade level and the HSPT skill of 102 software packages and a list of producers; and (4) "Video Programming" (presenting a matrix illustrating the grade level and the HSPT skill of 136 video programs and a list of sources for the programs). Each software or video program has its grade level, instructional mode, system requirements, or length specified. Twenty-three references are listed. Appendix A contains addresses of three Educational Technology Training Centers and lists of periodicals and documents. Appendix B contains a software identification form and an evaluation form for this guide. (YP)

ED 309 982 SE 050 824

Hills, Catherine A.
Improving Mathematical Skills Assessed on the High School Proficiency Test: Computation of Percents.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- 86
AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 W. State Street, CN500, Trenton, NJ 08625 ($4.00).
NOTE- 82p.; Drawings and small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Computation; Junior High Schools; Mathematical Applications; Mathematics Curriculum; *Mathematics Materials; *Mathematics Skills; *Mathematics Tests; *Percentage; Ratios (Mathematics); Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *New Jersey

This monograph aims to provide teachers of grades 7, 8, and 9 with a variety of instructional activities and strategies that identify student difficulties in computing percents and teaching the skills needed for that cluster on the mathematics part of the New Jersey High School Proficiency Test (HSPT). Sections include: (1) "Concepts" (containing 10 activities with sample items from the HSPT and evaluation sheet); (2) "Computation Skills" (providing five activities with sample items and evaluation sheets); and (3) "Computation Applications" (presenting 12 activities with evaluation sheets). Each activity is accompanied by objectives, materials, procedures, extensions, and worksheets. Twenty references are listed. (YP)

ED 309 983 SE 050 825

Tobin, Kenneth
Ethical Concerns and Research in Science Classrooms: Resolved and Unresolved Dilemmas.
PUB DATE- 89

NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Confidentiality; *Elementary School Science; Elementary Secondary Education; *Ethics; Privacy; *Research Methodology; Science Education; *Science Teachers; *Secondary School Science
IDENTIFIERS- *Science Education Research

Widespread use of interpretive research in studies of teaching and learning has highlighted a number of crucial ethical and legal issues. Although these issues have always been a concern for researchers, use of small samples and detailed analyses of teaching and learning have brought previously hidden aspects of teaching and learning into the public arena. As researchers endeavor to describe what happens in classes and probe to understand why these events occur, the beliefs, values and knowledge of teachers and students are inferred and used as a basis of grounded theory for teaching and learning. Inevitably, some of these findings are not favorable to the teachers and it is difficult or impossible to assure the anonymity of the participants. A variety of anticipated and unanticipated dilemmas are discussed, and ethical concerns are highlighted. (CW)

ED 309 984 SE 050 826

Boyd, Rick B.
Identifying and Meeting the Needs of Students Functioning at the Concrete Operations Stage of Cognitive Development in the General Chemistry Classroom.

PUB DATE- Jun 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; Cognitive Development; *Concept Teaching; Content Analysis; Developmental Stages; *Intellectual Development; *Piagetian Theory; Science Education; *Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- Arlin Test of Formal Reasoning

A cognitive gap between students' development and school curriculum may be one of the reasons why chemistry is difficult for high school students. This study examined cognitive development in the effect of modified instructional methods for students at the concrete stage of development. The Arlin Test of Formal Reasoning (ATFR) was used for measuring the students' stages of cognitive development. The ATFR results were reported by sex, course, and grade level. Fifty-four percent of the students were functioning at the formal operations stage. One unit, "Liquids and Solids," was selected and taught with diagrams and explanation sheets. Results indicated a positive impact of the modified methods. Appendices included are: (1) "Characteristics of Concrete Level Students"; (2) "Checklist for Content Anaylsis"; (3) "Explanation Sheet"; (4) "Example Problems"; (5) "Work Sheet"; and (6) "Student Evaluation Sheet of Unit/Chapter." (YP)

ED 309 985 SE 050 827

Barrass, R., Ed.; And Others

Environmental Science: Teaching and Practice. Conference Proceedings of the International Conference on the Nature and Teaching of Environmental Studies and Sciences in Higher Education (3rd, Sunderland, Durham, England, September 9-12, 1985).

PUB DATE- 86
AVAILABLE FROM- Emjoc Press, Garden House, Welbury, Northallerton, England DL6 2SE (contact for price).
NOTE- 417p.; Drawings and small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Science; Conservation Education; *Environmental Education; Foreign Countries; Higher Education; *Lifelong Learning; Natural Resources; *Teaching Methods; *Vocational Education

The Sunderland Conference on the Nature and Teaching of Environmental Science/Studies in Higher Education provided an opportunity to review progress in the field and assess its state in the mid 1980s. This volume contains an edited selection of the 49 papers presented at the conference. Section A, "Nature and Philosophy," contains discussions of the educational and philosophical criteria used to shape modern environmental education. Section B, "Implementation and Practice," contains descriptions of how environmental education programs achieve their goals. The final section, "Vocational Training and Education for Life," contains papers which suggest the importance of environmental education in citizenship and career education. (CW)

ED 309 986 SE 050 828

Lynn, Brian
Discover Wetlands. A Curriculum Guide.
Washington State Dept. of Ecology, Olympia.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
PUB DATE- Jul 88
AVAILABLE FROM- Washington State Dept. of Ecology, Publications Office, Mail Stop PS-11, Olympia, WA 98504 ($10.00).
NOTE- 177p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; Elementary Secondary Education; *Environmental Education; Instructional Materials; Middle Schools; *Science Activities; Science Education; *Secondary School Science; Water Quality; *Water Resources
IDENTIFIERS- *Wetlands

Teaching about wetlands fits well into curriculum goals for science, social studies, environmental education, and even English/language arts. Given their numerous ecological values, the history of their losses and the fact that they are a current, often controversial environmental issue, wetlands provide an ideal topic for a variety of disciplines--separate or, ideally, integrated into a comprehensive, interdisciplinary unit. This curriculum guide was developed to provide educators in Washington State with teaching materials on wetlands. It is a collection of information and activities, compiled from a variety of sources, that focuses on wetlands in Washington State: what and where they are, why they are valuable, and how human actions have affected them. While the target age level is grades 4-8, some of the activities have application to a variety of audiences. The guide includes background information for teachers; 15 activities for exploration, problem-solving and creativity; reproducible graphics and activity sheets; and appendixes that offer educational resources; curriculum guidelines; sequencing options; and a list of agencies and private organizations. (CW)

ED 309 987 SE 050 829

Hopkins, Patricia

Women, Minorities, and the Private Sector in Science and Mathematics Education. A Review of the Literature.

Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Career Education; Elementary School Science; Elementary Secondary Education; *Females; High Schools; Mathematics Education; *Minority Groups; *School Business Relationship; Science Education; *Science Teachers; Secondary School Science; *Sex Role; *Teacher Supply and Demand

In order to interest women and minorities in science and teaching, a proposal by the Science Academy of Austin, Texas specifically recommended recruiting high school minority and female students as future science teachers, providing elementary students with opportunities to experience science, and increasing the number of women and minorities in the Science Academy program. A search of the literature was undertaken to explore the background conditions for these objectives. Five areas were investigated: (1) the attraction to teaching for minorities; (2) factors of mathematics and science teacher shortages; (3) sex-role models in science; (4) secondary school programs which promote science teaching as a career; and (5) business alliances with precollegiate science education. A list of 54 references is appended. (CW)

ED 309 988 SE 050 830

Narode, Ronald
A Constructivist Program for College Remedial Mathematics at the University of Massachusetts, Amherst.

PUB DATE- Aug 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Cognitive Development; *College Mathematics; Course Descriptions; Educational Strategies; Higher Education; *Instructional Design; Mathematics Education; *Mathematics Instruction; *Metacognition; Remedial Instruction; *Remedial Mathematics; Remedial Programs
IDENTIFIERS- *Constructivism

The recent increase in enrollments in college remedial mathematics courses makes clear the need for the development of pedagogy and curriculum which is tailored to this relatively new class of service courses. Besides the need for courses which teach basic skills in arithmentic, general mathematics, and elementary and intermediate algebra, a growing concern for better thinking skills among college students has added an important new dimension to the teaching of remedial mathematics. The Basic Math Program of the University of Massachusetts, Amherst, has instituted two new courses for empowering math-weak students to think critically and quantitively. Two fundamental perspectives guide the design of the program: (1) the constructivist epistemology of Piaget advocates the active role of the learner who must invent concepts rather than passively receive "knowledge transmissions" from authorities; and (2) recent studies on the role of metacognition demonstrate the importance of reflecting on one's thought processes to facilitate learning and generally to increase self-awareness and self-confidence. Students spend the majority of class-time solving problems in pairs and in small groups. Teachers interact with their students more as coaches and clinical interviewers than as lecturers. Diversity, debate, controversy, and consensus replace authority in the quest for understanding in mathematics. (Author)

ED 309 989 SE 050 831

Blume, Glendon W., Ed.; Heid, M. Kathleen, Ed.
New Directions for Mathematics Instruction. 1989 Yearbook.
Pennsylvania Council of Teachers of Mathematics, University Park.
PUB DATE- 89
AVAILABLE FROM- Pennsylvania Council of Teachers of Mathematics, 171 Chambers Building, The Pennsylvania State University, University Park, PA 16802 ($7.50).
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculus; Computer Assisted Instruction; *Elementary School Mathematics; Elementary Secondary Education; Geometry; Mathematical Vocabulary; *Mathematics Instruction; Mathematics Teachers; Problem Solving; *Secondary School Mathematics; Yearbooks
IDENTIFIERS- *Pennsylvania

This yearbook discusses instructional approaches that are consistent with the reformulation of the school mathematics curriculum by the National Council of Teachers of Mathematics (NCTM). Articles included cover: (1) Pennsylvania standards for mathematics programs (including goals, curriculum, instruction, evaluation, teachers, and administration); (2) metacognitive skills; (3) cooperative learning in calculus; (4) teaching the language of mathematics; (5) problem solving with number operations; (6) teaching geometry; (7) problem solving strategies; (8) learning from real life; (9) using realistic applications; (10) applied geometry; (11) mathematical modeling; (12) use of estimation; (13) geometrical probability; (14) computer based approaches in calculus; and (15) changes in teacher education. (YP)

ED 309 990 SE 050 832

Assessing Mathematics in 1990 by the National Assessment of Educational Progress. Recommendations.

Council of Chief State School Officers, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Mar 88

NOTE- 53p.; Report prepared by the State Education Assessment Center's National Assessment Planning Project. For a related document, see SE 050 833.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Achievement Tests; Educational Assessment; Educational Testing; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Education; *Mathematics Tests; *National Surveys; *Secondary School Mathematics; *State Programs; Test Construction

IDENTIFIERS- *National Assessment of Educational Progress

For almost 20 years, student achievement in the United States has been measured by the National Assessment of Educational Progress (NAEP) reported in recent years as "The Nation's Report Card." Based on a sample size of 25,000 students at each of three grade levels, it has provided the only data that reflect in a comprehensive way what students in the United States know and can do in various subject areas. It has provided: (1) descriptive information about student strengths and weaknesses in basic and higher order skills; (2) data comparing groups of students by race and ethnicity, gender, type of community, and region; (3) trend data reflecting the ups and downs of performance over the years; and (4) correlations between achievement and some student experience variables. It has been recommended that this assessment be expanded by NAEP to provide state-by-state comparisons. The purpose of the National Assessment Planing Project is to: (1) provide a general design for national assessment; (2) make recommendations which address state and local questions; and (3) describe the mathematical abilities and content topics on the 1990 National Assessment in Mathematics. (CW)

ED 309 991 SE 050 833

On Reporting Student Achievement at the State Level by the National Assessment of Educational Progress. Recommendations.

Council of Chief State School Officers, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 88
NOTE- 44p.; Report prepared by the State Education Assessment Center's National Assessment Planning Project. For a related document, see SE 050 832.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Mathematics Skills; *Mathematics Tests; National Surveys; Secondary School Mathematics; State Programs; *State Surveys; *Test Construction
IDENTIFIERS- *National Assessment of Educational Progress

Interest in state level assessment compared with national assessment is increasing in many states. This report makes 12 recommendations to the U.S. Department of Education and to the National Assessment of Educational Progress (NAEP) grantee on how state achievement data from 1990 mathematics assessments should be measured and reported by NAEP, how comparisons should be reported, and what important variables should be analyzed. Several policy issues related to conducting state-level assessments are addressed, including special education students, limited English proficient students, administrators, and private school students. Many worksheets and state information are provided. Appendices included are: (1) "Steering Committee Members"; (2) "Analysis and Reports Committee Members"; (3) "State Education Agency Consultants"; (4) "Other Consultants"; and (5) "Current NAEP Procedures for Excluding Students." (YP)

ED 309 992 SE 050 834

Kormondy, Edward
State University System of Florida Biological Sciences Program Review. Consultant's Report.
State Univ. System of Florida, Tallahassee. Board of Regents.
PUB DATE- Jun 88
NOTE- 92p.; Contains several pages with small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biological Sciences; *College Faculty; *College Science; Curriculum Evaluation; Educational Assessment; Graduate Study; Higher Education; *Institutional Evaluation; Natural Resources; Program Costs; *Program Evaluation; *Program Improvement; Science Education; *Science Facilities; Undergraduate Study
IDENTIFIERS- *State University System of Florida

In 1986, an academic program review of the biological sciences programs of the universities in the State University of Florida System was performed by a team of 13 consultants. This report of that review includes: (1) the background of the review; (2) a statement of the status of biological science instruction; (3) a review of the 1978 assessment and responses to that review; and (4) results and recommendations of the 1986 review. Included in the 1986 review are recommendations concerning space, expenses, equipment, stipends for graduate assistants, natural resources, interface opportunities, an affiliate doctoral program, affirmative action programs, and individual universities and departments. Appendices include tables of student and faculty populations and Bachelors, Masters, and Doctoral degrees granted. (CW)

ED 309 993   SE 050 836

Chazan, Daniel; Houde, Richard
How To Use Conjecturing and Microcomputers To Teach Geometry.
National Council of Teachers of Mathematics, Inc., Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($5.00; members, bookstores, or orders of 10 or more, less 20%).
NOTE- 56p.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Software; *Geometry; Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Materials; Mathematics Teachers; *Microcomputers; Secondary Education; *Secondary School Mathematics

This book describes how teachers have taught students to behave like working mathematicians who conjecture and prove within a community of learners through the use of microcomputers and the "Geometric Supposers" software. The first section discusses the definition and importance of the conjecture, describes inquiry skills and understandings students should develop, and argues against seven commonly accepted myths. The second part answers questions typically asked by teachers about: (1) student's conjecturing; (2) curriculum; (3) ways to merge conjecturing into what students are already doing; (4) laboratory sessions including planning, setting expectations, guiding students as they explore, and evaluating laboratory work; (5) classroom discussions after the laboratory; (6) traditional laboratory sessions; and (7) whole-group exploration. The third part discusses some questions to be considered by the school community, students, and teachers before using a computer tool. A hypothetical introductory lesson with the Supposers is appended. (YP)

ED 309 994 SE 050 837

Mathematics. Grade 11. LEAP: Instructional Strategies Guide.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Grade 11; High Schools; Mathematical Enrichment; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; Mathematics Tests; *Secondary School Mathematics
IDENTIFIERS- *Louisiana

The Louisiana Educational Assessment Program (LEAP) Grade 11 Test is designed to measure proficiency in four subject areas including English, mathematics, social studies, and science. This guide for mathematics is intended to provide a description of the way in which specific skill areas are assessed on the LEAP test and instructional considerations in promoting proficiency of these target skill areas. Skill areas included are: (1) fractions and operations; (2) decimal numbers and operations; (3) percent, ratio, and proportion; (4) measurement; (5) geometry; (6) graphs, probability, and statistics; (7) pre-algebra; and (8) algebra. Specific skills to be assessed are described at the beginning of each section. In each skill area, sample items, descriptions of test questions, descriptions of answer choices, and instructional analyses are provided. (YP)

ED 309 995 SE 050 841

Engineering Employment Characteristics. Engineering Education and Practice in the United States.

National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.

SPONS. AGENCY- Department of the Air Force, Washington, D.C.; National Science Foundation, Washington, D.C.

PUB DATE- 85

AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($12.95).

NOTE- 105p.; Tables and charts with small print may not reproduce well.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Employment; *Engineering; *Engineers; *Government Employees; Higher Education; *Labor Force; Labor Needs; Labor Supply; *Labor Utilization; *Occupational Surveys; Scientific Personnel

This panel report was prepared as part of the study of engineering education and practice conducted under the guidance of the National Research Council's Committee on the Education and Utilization of the Engineer. The panel's goal was to provide a data base that describes the engineering work force, its main activities, capabilities, and principal employers. Chapters included are: (1) "Introduction" (discussing the role of engineering); (2) "The Engineering Work Force" (describing the numbers and characteristics, aging and retirement, and women and minorities in engineering); (3) "Utilization of Engineers" (information on employment characteristics and efficiency of utilization); (4) "Quality of the Work Force"; (5) "Resilience of the Work Force"; (6) "International Comparisons"; and (7) "Supply and Demand for Engineers." Many tables and graphs are provided. Appended are data on engineering employment characteristics, a questionnaire and a summary of the results of the informal mail survey of employers of engineers, data on the employment of engineers, and a report on the support of engineering education by the Federal Government. "Women in Engineering" and "The Social Context of Minorities in Engineering" are also included in the appendices. (YP)

ED 309 996 SE 050 842

Waks, Leonard J., Ed.
Technological Literacy. Proceedings of the National Science, Technology and Society (STS) Conference (3rd, Washington, DC, February 5-7, 1987).
PUB DATE- 87
NOTE- 451p.; For proceedings of second conference, see ED 293 705. Several pages have small print and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *College Science; Developing Nations; *Educational Technology; *Elementary School Science; Elementary Secondary Education; Females; Higher Education; Science and Society; Science Curriculum; Science Education; *Secondary School Science; *Technological Literacy; Technology

This document contains the text of 71 papers presented at a national conference dealing with the relationships among science, technology and society (STS) with particular emphasis on technological literacy. Topics include: (1) emerging ideas and challenges; (2) STS in developing countries; (3) STS and government; (4) frameworks and concepts in STS education; (5) programs and courses for K-12, college/university, teacher training, continuing education, and research settings; (6) STS and women; (7) STS and values education; and (8) educational technology. Introductory remarks by Rustum Roy and an afterward by Leonard J. Waks are included. (CW)

ED 309 997 SE 050 843

Connolly, Paul, Ed.; Vilardi, Teresa, Ed.
Writing To Learn Mathematics and Science.
PUB DATE- 89
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($31.95).
NOTE- 328p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Cognitive Development; *College Mathematics; *College Science; *Content Area Writing; Higher Education; Mathematics Education; *Mathematics Instruction; Problem Solving; Science Education; *Science Instruction; Secondary Education; Secondary School Mathematics; Secondary School Science; *Teaching Methods

The emphasis on writing in the teaching of mathematics and science can empower teachers to reach all sectors of the pupil population. The use of ordinary language can help break the cultural barriers that have prevented minorities and women from achieving well in proportionate numbers in these fields. This volume focuses on pedagogical issues of using ordinary language to teach science and mathematics. Topics addressed by the 23 collected papers include: (1) general issues; (2) writing as problem solving; (3) applications in the classroom; (4) program policies; (5) learning in context; and (6) some responses to this method. (CW)

ED 309 998 SE 050 844

Shaw, Jean M.
Exploring Mathematics: Activities for Concept and Skill Development. Grades 4-6.
PUB DATE- 90
AVAILABLE FROM- Good Year Books, 1900 East Lake Ave., Glenview, IL 60625 ($12.95).

NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; *Concept Formation; Elementary Education; *Elementary School Mathematics; Intermediate Grades; *Mathematical Applications; Mathematical Concepts; *Mathematics Materials; *Mathematics Skills; *Skill Development

This book presents activities designed to promote students' understanding of important mathematical ideas as well as to provide learning experiences intended to let students practice and refine their skills. Chapter topics include: (1) understanding and using numbers; (2) computation; (3) problem solving; (4) calculators; (5) fractions and decimals; (6) graphs and statistics; (7) geometry; and (8) measurement skills. Teaching materials, many including line drawings, are provided for each chapter. Each of the activities contains objectives, a list of materials, preparation, time frame, procedures, evaluation and an extension activity. (YP)

ED 309 999 SE 050 845

Shaw, Jean M.
Exploring Mathematics: Activities for Concept and Skill Development. Kindergarten-Grade 3.
PUB DATE- 90
AVAILABLE FROM- Good Year Books, 1900 East Lake Ave., Glenview, IL 60625 ($12.95).
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; *Concept Formation; *Elementary School Mathematics; *Mathematical Applications; Mathematical Concepts; Mathematics Curriculum; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; Primary Education; *Skill Development

This book presents activities promoting children's understanding of mathematical ideas while at the same time providing the practice children need to refine their skills in mathematics. Chapter topics include: (1) numbers; (2) number facts and operations; (3) problem solving; (4) calculators; (5) fractions; (6) graphing; (7) geometry; and (8) measurement. Teaching materials, many including line drawings, are provided in each chapter. Each of the 42 activities contains objectives, a list of materials, preparation, time frame, procedures, evaluation, and an extension activity. (CW)

ED 310 000 SE 050 847

Science. Grade 11. LEAP: Instructional Strategies Guide.
Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Achievement Tests; Biology; Chemistry; Earth Science; Grade 11; Physics; Science Education; *Science Tests; Scientific Methodology; Secondary Education; *Secondary School Science; Test Construction; *Test Format; *Test Items; Test Manuals

The Louisiana Educational Assessment Program (LEAP) Grade 11 Test is designed to measure proficiency in four subject areas including English, mathematics, social studies, and science. This guide for science is intended to provide a description of the way in which specific skill areas are assessed on the LEAP test and instructional considerations in promoting proficiency of these target skill areas. Skill areas included are: (1) "Biology/General Science"; (2) "Chemistry/Physical Science"; (3) "Physics/Physical Science"; (4) "Earth and Space Sciences/General Science"; and (5) "Scientific Method." Specific skills in each area are described at the beginning of each section. In each skill area, sample items, descriptions of test questions, descriptions of answer choices, and instructional analyses are provided. (CW)

ED 310 001 SE 050 849

Smith, Laura B.
A Catalog of Successful Math Programs across Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. Volume II.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89

NOTE- 31p.; For the first volume ("Sharing Successful Mathematics Programs across the Southeast"), see ED 304 339.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Females; *Mathematical Enrichment; Mathematics Achievement; Mathematics Curriculum; Mathematics Instruction; *Mathematics Materials; *Minority Groups; *Secondary School Mathematics; Special Education

This catalog describes exemplary mathematics programs across six southeastern states. The program title, site, content focus, grade level, achievement levels, program description, and address for contact are summarized for each program. The programs were identified through a literature search and through recommendations from mathematics experts. Three summary tables by content focus, grade levels (K-12), and achievement levels are provided. The content focus includes: early childhood mathematics; arithmetic; 7th grade mathematics; 8th grade mathematics; enrichment topics/problem solving; consumer mathematics; general mathematics; algebra I; geometry; algebra II; advanced mathematics; trigonometry; calculus; minority enhancement; and other topics. A total of 38 programs are outlined for six states. Thirteen additional programs are listed as minority/female-focused programs. (YP)

ED 310 002 SE 050 851

Water Quality Field Guide.
Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Mar 88
NOTE- 59p.; Tables and figures with small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Environmental Education; Environmental Influences; Environmental Standards; *Hazardous Materials; Natural Resources; Pollution; Science Education; Water; *Water Pollution; *Water Quality
IDENTIFIERS- Nonpoint Source Pollution

Nonpoint source pollution is both a relatively recent concern and a complex phenomenon with many unknowns. Knowing the extent to which agricultural sources contribute to the total pollutant load, the extent to which various control practices decrease this load, and the effect of reducing the pollutants delivered to a water body are basic to the achievement of water quality. The purposes of this guide are to provide information on the control of nonpoint sources of pollution from agricultural lands and to incorporate a water quality perspective into conservation planning and education. This guide covers agricultural lands and addresses the most common land uses: cropland, hayland, pastureland, rangeland, and woodland. It does not cover acid mine drainage or dryland saline seeps. It focuses on five major classes of pollutants from agricultural nonpoint sources and how they move into receiving waters. A glossary of applicable terms is appended. Twenty-six references are listed. (CW)

ED 310 003 SE 050 852

New Developments in Biotechnology: U.S. Investment in Biotechnology. Special Report.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

PUB DATE- Jul 88
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325 ($13.00, GPO #052-003-01115-8).
NOTE- 300p.; For report summary see SE 050 853. Pages with photographs, drawings, or small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; Business; College Science; *Corporate Support; *Government Role; Higher Education; *Research and Development; Science Education; Technological Advancement; *Technology
IDENTIFIERS- *Biotechnology

Since the discovery of recombinant DNA in the early 1970s, biotechnology has become an essential tool for many industries. The potential of biotechnology to improve the Nation's health, food supply, and the quality of the environment leads logically to questions of whether current levels of investment in research and development, human resources, and policy formulation are adequate to meet these expectations. This special report is the fourth in a series of Office of Technology Assessment studies being carried out under an assessment of "New Developments in Biotechnology," requested by the House Committee on Energy and Commerce and the House Committee on Science, Space, and Technology. This report describes the levels and types of investment currently being made by the Federal, State, and private sectors. Ten major issues that affect investment were identified. They concern levels of research and development funding, research priorities, interagency coordination, information requirements, training and education needs, monitoring of university-industry research, state efforts to promote biotechnology, the effects of tax law on commercial biotechnology, the adequacy of federal assistance for biotechnology start-ups, and the effects of export control on biotechnology commerce. Appendices list biotechnology companies, corporate investors, training initiatives, acronyms, and terms. (CW)

ED 310 004 SE 050 853

New Developments in Biotechnology: U.S. Investment in Biotechnology. Summary.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

PUB DATE- Jul 88
NOTE- 52p.; For full report, see SE 050 852. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; Business; College Science; *Corporate Support; *Government Role; Higher Education; *Research and Development; Science Education; Technological Advancement; *Technology
IDENTIFIERS- *Biotechnology

Since the discovery of recombinant DNA in the early 1970s, biotechnology has become an essential tool for many industries. The potential of biotechnology to improve the Nation's health, food supply, and the quality of the environment leads logically to questions of whether current levels of investment in research and development, human resources, and policy formulation are adequate to meet these expectations. This executive summary discusses policy issues regarding biotechnology including training and employment; business-education collaboration; development opportunities; barriers to development; and areas for application such as plant agriculture, human therapeutics, and hazardous waste disposal. Ten policy issues for congressional action are highlighted. Appendices list biotechnology companies, corporate investors, and educational programs. (CW)

ED 310 005 SE 050 854

Mapping Our Genes--The Genome Projects: How Big, How Fast?
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Apr 88
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325 ($10.00, GPO #052-003-01106-9).

NOTE- 220p.; Pages with photographs, drawings, and small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *DNA; Ethics; *Genetics; Government Role; Higher Education; *Research and Development; Research Universities; *Science and Society; Science Education; Technological Advancement; Technology; Technology Transfer

Scientific and technical journals in biology and medicine in recent years have extensively covered a debate about whether and how to determine the function and order of human genes on human chromosomes and when to determine the sequence of molecular building blocks that comprise DNA in those chromosomes. In 1987, these issues rose to become part of the public agenda. The debate involves science, technology, and politics. Congress is responsible for "writing the rules" of what various Federal agencies do and for funding their work. This report surveys the points made so far in the debate, focusing on those that most directly influence the policy options facing the U.S. Congress. Topics covered in this report include: (1) DNA mapping; (2) research applications; (3) ethical and social issues; (4) organizations and agencies involved in gene mapping in the United States; (5) project organization; (6) efforts of other countries; and (7) the transfer of technology. Appendices list contract report topics, workshop participants, cost estimates, lists of databases, a bibliometric analysis of research, and a glossary. (CW)

ED 310 006   SO 017 270

Constitutional Amendment Relating to School Prayer. Hearing on S.J. Res. 2: A Joint Resolution Proposing an Amendment to the Constitution of the United States Relating to Voluntary Silent Prayer or Reflection, before the Subcommittee on the Constitution of the Committee on the Judiciary, United States Senate, Ninety-Ninth Congress, First Session (June 19, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

PUB DATE- 86
NOTE- 268p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Beliefs; Constitutional History; Constitutional Law; Court Litigation; Elementary Secondary Education; *Government Role; Government School Relationship; Legislation; Meditation; Religion;

Religious Factors; *School Law; *School Prayer; *State Church Separation
IDENTIFIERS- Jefferson (Thomas); *Supreme Court; United States Constitution; *Wallace v Jaffree

Senate Joint Resolution 2 calls for an amendment to the U.S. Constitution to allow voluntary silent prayer or reflection in public schools. The hearing report consists of testimony on the proposed legislation by expert witnesses, prepared statements by various individuals and organizations, and newspaper article reprints and Supreme Court opinions regarding the case of Wallace v. Jaffree, in which the Court struck down an Alabama statute that provided for a daily period of silence in all public schools for meditation or silent prayer. The individuals who participated in these hearings debated several issues, including: (1) what were Thomas Jefferson's positions on the role of religion in the United States and prayer in school? (2) does freedom of speech include the right to pray in school? (3) would allowing silent prayer or reflection in the school be seen as encouraging religion by providing time for silent prayer or as protecting students from the encouragement of religion by allowing them the option to engage in silent reflection (or non-prayer)? (4) are some "moments of silence" statutes constitutional, while others are not? and (5) what controls on implementation can be guaranteed so that teachers do not go beyond the letter of the proposed legislation? Main witnesses testifying before the committee were: Congressman Joe Barton, Georgia; Reverend Dean Kelly, National Council of the Churches of Christ in the U.S.A.; Congressman Thomas Kindness, Ohio; Dr. Michael Malbin, American Enterprise Institute; Thomas Parker, Attorney for Alabama in Wallace v. Jaffree; and Dean Norman Redlich, College of Law, New York University. (PPB)

ED 310 007 SO 019 112

Taller Regional de Orientacion para el Desarrollo de Materiales de Capacitacion para la Educacion de Ninos en la Primera Infancia: Informe Final (Regional Orientation Workshop for the Development of Training Materials for the Education of Preschool Children: Final Report).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- Jun 87
NOTE- 27p.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Early Experience; Foreign Countries; *Preschool Children; *Preschool Curriculum; Preschool Education; *Preschool Evaluation; *Preschool Teachers
IDENTIFIERS- Argentina; Bolivia; Brazil; Chile; Colombia; Costa Rica; Dominican Republic; Ecuador; Guatemala; *Latin American; Panama; Paraguay; Peru; *South American; Uruguay; Venezuela

Recent studies have shown that a solid educational foundation is of great importance to children's lives and their ability to grow and adapt to the demands of a changing world. An increased demand for education and care programs for preschool children has evolved and since most governments do not provide support at this level, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) produces materials and trains teachers to meet this need. This final report provides the background, the steps followed, and the conclusions and recommendations of the workshop developed by OREALC (Regional Office of Education for Latin America and the Caribbean) to improve the education and care given to children aged seven and younger in the region. The objectives of the workshop were: (1) to identify criteria used in selecting and adapting materials for use in preschool education programs; (2) to prepare materials for potential use by different groups; and (3) to establish a process of testing and evaluation that would indicate how the results of the testing would be used. The participants in the workshop represented Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Panama, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela. Representatives from national and international organizations were also present. The report lists 16 conclusions and 10 recommendations made by the participants along with 6 conclusions made by UNESCO and UNICEF. The names and addresses of participants, an outline of the workshop's agenda, a bibliography of materials arranged by participating countries, and a chart of the potential uses of the materials are included. (MU)

ED 310 008 SO 019 713

Building a History Curriculum: Guidelines for Teaching History in Schools.
Educational Excellence Network, Washington, DC.
SPONS. AGENCY- Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- 88
AVAILABLE FROM- Educational Excellence Network, 1112 Sixteenth St., NW, Suite 500, Washington, DC 20036.
NOTE- 37p.; Prepared by the Bradley Commission on History in Schools.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Concept Teaching; Course Content; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *History; *History Instruction; Instructional Development; Role of Education; *Social Studies; Teacher Certification; *Teacher Education; Teacher Qualifications; Western Civilization
IDENTIFIERS- *Bradley Commission on History in Schools OH

The Bradley Commission on History in Schools was created in 1987 in response to concern over the inadequacy of the history taught in U.S. elementary and secondary classrooms. This history curriculum guideline was designed by the Bradley Commission to aid those responsible for making curricula related decisions to realize the manifest importance of developing and maintaining a vigorous history curriculum. The Commission recommends that: (1) historical studies should focus on thematic context and chronological perspective to develop critical judgment capabilities; (2) the curricular time required to develop genuine understanding in history programs be considerably greater than that currently allowed; (3) the K-6 social studies curriculum be history-centered; (4) no fewer than four years of history be required between grades 7 and 12; (5) this curriculum should include the historical experiences of peoples from all parts of the world and all constituent parts of those societies; and (6) a substantial program of history, with suitable structure and content, be required for certification of social studies teachers in middle and high schools. Thirty-two topics are suggested for the study of U.S. history, world civilization, and western civilization. Curricular patterns or course sequences are presented for both K-6 (three patterns) and middle and high schools (four patterns). Criteria for the examination of the structure, priority, and content of courses are also given. (PPB)

ED 310 009   SO 019 841

Bjerstedt, Ake
Preparedness for Peace: A Research and Development Project in Process.
School of Education, Malmo (Sweden).
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Collected Works - Serials (022)
DESCRIPTORS- Anxiety; Educational Objectives; Educational Research;

  Elementary Secondary Education; Fear; Foreign Countries; Global
  Approach; International Education; Interviews; *Nuclear Warfare;
  *Peace; Pilot Projects; Questionnaires; Research and Development;
  *Research Projects; Research Reports; School Role; War
IDENTIFIERS- Malmo School of Education (Sweden); *Peace Education;
  *Peace Studies; Sweden; Swedish National Board of Education

In the news media and elsewhere, children and young adults are being confronted with dramatic details about a possible nuclear war and its horrendous consequences, resulting in feelings of unease and anxiety. The Malmo School of Education (Sweden) has launched a number of studies concerning educational and psychological research in the peace education field. These are to be carried out over a four-year period and are supported by the Swedish National Board of Education. The project focuses on five principal tasks: (1) inventory and analysis of experiences and related research from various countries; (2) studies of young peoples' conceptions of peace and war, enemy images, ideas on how to work for peace; (3) explorations of viewpoints concerning the role of the school in pursuit of peace preparedness; (4) studies of the way in which schools can treat peace and war and work for peace preparedness in general; and (5) project reports of different kinds. These reports consist of literature analyses and compilations, an international questionnaire study on peace education, pilot studies of conceptions in the field of peace and war, individual interviews, and other publications. The reports already completed in the project are included in a list of 53 references. (PPB)

ED 310 010 SO 019 842

Kaaks, Adriaan

Curriculum Development for Social and Political Education in Dutch Lower-, General-, and Vocational Schools. The Innovations of a Comparatively New Subject in a Newly Organized School System. Mededeling Nummer 20.

Instituut voor Leerplanontwikkeling, Enschede (Netherlands).

PUB DATE- 88

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Course Content; *Curriculum Design; *Curriculum Development; Curriculum Study Centers; Educational Legislation; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Instructional Development; *Material Development; Research Projects; *Social Sciences; *Social Studies

IDENTIFIERS- *Netherlands; Secondary Education Act 1963 (Netherlands)

Between the years of 1978 and 1987, the Dutch National Institute for Curriculum Development (SLO) developed a core curriculum of objectives and content for a new social and political education curriculum. These new programs were to take effect in the secondary modern schools and lower vocational schools for students age 14-16. The empowering legislation for these changes was the Secondary Education Act of 1963, which took effect in 1968. This legislation resulted in: (1) a reorganization of school types; (2) innovation in educational content; and (3) specifications of teachers' competencies. This reorganization and the pre-1968 context are discussed under the heading of "Background: Changes in the School System." The content and materials of the social and political studies were not immediately specified by the government and were developed through a program of ever widening cycles of applications and through consultations among teachers, subject specialists, and managerial specialists. This led to the development of the thematic fields of: (1) education; (2) home, house, and environment; (3) work and leisure; (4) technology and society; (5) state and society; and (6) international relations. A manual called "Planning Social and Political Studies" was developed which consisted of four parts dealing respectively with: (1) the content of social and political education; (2) planning for these studies in the school; (3) educational equipment and procedures; and (4) content sources to consult. Examples of 14 theme publications, 17 auxiliary project publications, and 8 theme related audio-visual aids are given. (PPB)

ED 310 011 SO 019 978

Siskind, Theresa G.

U.S. History Area Exam Development: Preliminary Report.

Charleston County School District, SC. Office of Evaluation and Research.
PUB DATE- 29 Feb 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation; Field Tests; *Item Analysis; *Pilot Projects; Secondary Education; *Test Construction; Testing; Test Items; *United States History
IDENTIFIERS- South Carolina (Charleston)

This report on the development of the Charleston County School District (South Carolina) U.S. History Area Examination outlines: (1) the preliminary planning activities to initiate the development of the test; (2) the development of test blueprints and test specifications; (3) the review of specifications for clarity, completeness, accuracy, and their subsequent revisions; (4) the item writing process; (5) the review and subsequent revision of test items; (6) a description of pilot testing conducted in 1985-86; (7) the analysis of pilot test data through use of the Item Response Theory (IRT) model to identify "problematic" items; and (8) the field test administration and analysis of the examination, conducted in 1986-87. The report also contains an appendix which includes (1) the original blue print; (2) generic specifications; (3) content supplement matrices cover sheets; (4) Matrix L.0.3--Constitution; (5) addendum to curriculum guide; (6) specifications for skills 1-5; (7) the item review form; (8) background information; (9) the first semester pilot design; (10) teacher comments for first semester pilot; (11) the second semester pilot design; (12) teacher comments for second semester pilot; (13) the informational handout for field test, 1986-87; (14) teacher comments for first semester field test; and (15) teacher comments for second semester field test. (CT)

ED 310 012 SO 019 988

Black History at Your Doorstep: Resource Packet 1985-1986. Volume 1.
Maryland Commission on Afro-American History and Culture, Annapolis.; Maryland State Dept. of Education, Baltimore.
PUB DATE- Feb 85
NOTE- 155p.; Portions contain smudged type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- *Black Achievement; *Black Culture; *Black History; Black Literature; *Black Studies; *Curriculum Enrichment; Elementary Secondary Education; Genealogy; Racial Attitudes; Racial Bias; Racial Relations; Resource Materials; Social Attitudes
IDENTIFIERS- Maryland

This packet of resource materials was compiled to help teachers infuse the study of Afro-American history and culture into the curriculum throughout the school year. The packet contains both informational materials and sample activities. In order to assist teachers in studying the Afro-American experience in their own communities, special emphasis was placed on three subject areas; (1) the Afro-American family; (2) oral history techniques; and (3) the Afro-American experience in Maryland. Special activities follow each of these sections. Reproducible classroom activities for elementary and secondary students are included covering a wide variety of topics relating to Afro-Americans. Other items in the packet include: (1) a listing of libraries, archives, and museums in Maryland for studying Afro-American history; (2) an 81-item annotated bibliography of books and audio/visual aids; and (3) a speakers list of resource people having expertise in various topics related to Afro-Americans. (JB)

ED 310 013 SO 020 059

Rassekh, Shapour; Vaideanu, George

The Contents of Education: A Worldwide View of Their Development from the Present to the Year 2000.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 87

AVAILABLE FROM- Bernan Unipub, 46-F Assembly Drive, Lanham, MD 20706-4391 ($21.00 plus $2.50 shipping and handling).

NOTE- 297p.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Books (010)

DESCRIPTORS- Curriculum Research; *Educational Change; *Educational Development; *Educational Environment; Educational Innovation; Educational Research; *Educational Trends; Foreign Countries; *Futures (of Society); *Global Approach; Methods Research; Relevance (Education); Role of Education

IDENTIFIERS- China; Hungary; Netherlands; Philippines

The study of the changing content of education forms part of the general thinking on the future of education. This book contains an analysis of case studies of the projected evolution of educational content for the 20-year period (1980-2000) in China, Hungary, the Netherlands, the Philippines, and the United States. relating those changes to global educational trends. At one time, most national curricula were focused on individual subjects and carried out by specialized, relatively independent bodies. A new philosophy is emerging which endows learning with a broader base and greater socio-cultural substance by emphasizing multi-disciplinary interaction and global analysis. Population growth, economic change, socio-political change, cultural change and scientific progress, world problems, and the internal dynamics of educational systems are viewed in regard to their effect on the contents of education from 1980 to 2000. Education is examined both as a dependent and an independent variable in terms of its influence or effect on those factors. The existence of a co-curriculum outside the school and its relationship to the formal educational process is studied. The ability of educational systems to adapt in the face of evolving economic, social, and political pressures, and the difficulties of developing relevant and applicable methodologies for educational transformation are investigated. A list of 334 references is included. (PPB)

ED 310 014 SO 020 066

Marshall, Ray; Osterman, Paul
Workforce Policies for the 1990s. A New Labor Market Agenda. The Possibilities of Employment Policy.
Economic Policy Inst., Washington, DC.
PUB DATE- 89
NOTE- 85p.; Papers presented at the Economic Policy Institute Seminar on Labor Market Policy (Washington, DC, April 29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Apprenticeships; Community Colleges; Community Programs; Employment; *Employment Programs; *Federal Programs; *Job Training; Labor; *Labor Force; Labor Force Development; *Labor Market; Labor Utilization; Personnel Selection; *Public Policy; Relocation; Research and Development Centers; Structural Unemployment; Unemployment; Young Adults
IDENTIFIERS- Basic Education; Job Corps

The Economic Policy Institute (EPI) was founded in 1986 with the intent of widening the debate on U.S. economic policies by presenting analyses that provide an alternative point of view from those of various conservative research institutions. The two papers presented in this document were originally prepared for a seminar designed to identify principles upon which new labor market policies might be launched. In "The Possibilities of Employment Policy", Paul Osterman argues that current programs isolate and stigmatize their clients. Programs for dislocated workers respond to emergencies in an inevitably limited way, and current political support for employment and training systems is limited. Revived programs should include an expansion of eligibility, a unification of programs under a broadly representative local agency, a rethinking of the entry process for young people, and an expansion of the general training made available to employed adults. In "A New Labor Market Agenda" Ray Marshall also advocates a broad national strategy, but stresses that tight budgets require quality programs be built for those who most need them. He points out that graduates of proven programs such as the Job Corps are not stigmatized, and that such programs should be fully funded. Existing programs should be strengthened by developing managerial capacities and pursuing a consistency in funding. Basic education in the school systems is a major factor determining the success or failure of programs such as the adjustment of dislocated workers or the breaking of inter-generational poverty. Discussions by seminar participants follow each paper, and a list of EPI study series, working papers, and briefing papers is included. (PPB)

ED 310 015   SO 020 073

Rapp, James A.; And Others
School Crime and Violence: Victims' Rights.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 87
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Books (010)
DESCRIPTORS- *Court Litigation; Courts; *Crime; Crime Prevention; Elementary Secondary Education; Laws; Lawyers; Legal Problems; *Legal Responsibility; *School Law; School Policy; Schools; School Security; Torts; *Victims of Crime; *Violence
IDENTIFIERS- Negligence; Victims Compensation; *Victims Rights

While schools at one time appeared to be immune from criminal liability and courtroom litigation, cases involving virtually every aspect of education have been, or are currently, in court at some level. This monograph is designed to help school lawyers, trial lawyers who represent victims of campus crimes, and educators and administrators engaged in planning risk and liability prevention programs and campus crime prevention programs. Issues discussed include: (1) school crime, the victims' rights movement, and the right to safe schools; (2) victims' rights litigation; (3) classifications of litigation involving victims as victims, victims against perpetrators, and victims against third parties; (4) schools as victims rights litigation defendants and the question of school immunity; (5) claims for failure to protect against or prevent non-student crime or violence; (6) claims for failure to protect against or prevent student crime or violence, including the possibility of negligence; and (7) the various responsibilities of schools, students, parents, and the community to provide safe schools. Primary court citations and state and federal code provisions involving victims' rights and safe schools are indexed. (PPB)

ED 310 016 SO 020 079

Civic Virtues and Character Development among Youth. A Leadership Symposium Hosted by the Education Commission of the States (Philadelphia, Pennsylvania, July 24, 1985). No. CD-85-1.

Education Commission of the States, Denver, Colo.

PUB DATE- 24 Jul 85

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Civics; Elementary Secondary Education; *Ethical Instruction; Information Sources; Resource Materials; *Values Education

IDENTIFIERS- Character Development; *Civic Values

A belief that teachers and the school environment cannot be neutral forces in terms of shaping attitudes and behavior, that a publicly supported school should make no apology for trying to help young people understand and incorporate into their lives those civic virtues that almost everyone agrees are important to a democracy, plus a perceived need for more dialogue and research in this area underlies this symposium on the topic of values education. Approximately 200 key policy makers in the United States who provide leadership in citizenship education and character development at the K-12 levels of schooling were invited to attend. Presented in this document are: the symposium agenda; a list of 23 principles developed by participants for advancing civic virtues and character development among youth; a list of the participants; a bibliography of 102 readings recommended by the invitees; and copies of 19 handouts provided by the symposium presenters which explain the various programs and goals of their respective institutions. (JB)

ED 310 017 SO 020 080

Through Other Eyes.

Education Commission of the States, Denver, Colo.

PUB DATE- Jul 87

AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln, Suite 300, Denver, CO 80295 ($4.00).

NOTE- 45p.; Report on the joint conference of the Australian Education Council and the U.S. Education Commission of the States (1st, Brisbane, Queensland, Australia, March 1987). Photographs in appended materials may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Foreign Countries; *Intercultural Communication; International Cooperation; International Education

IDENTIFIERS- *Australia; New Zealand; Papua New Guinea

An international perspective is the new reality for all U.S. interests, including education, and it was on the basis of this belief that the Education Commission of the States (ECS) held the joint conference with the Australian Education Council (AEC) reported in this document. An initial section called "Points to Ponder" raises questions as to why U.S. educators do things the way they do and what they might conclude about U.S. education through participation in international exchange. The next section, "Common Themes," points out that Australian and U.S. educators share mutual interests, pursue similar goals, and face similar obstacles. However, vast differences in political structure, practice, and behavior limit true understanding and make it difficult to implement in one country what appears to work well in another. The section called "Shared Visions" delineates three broad agenda items for education that conference participants agreed each country must find its own ways and means of addressing. Quotes from various participants are included under the heading, "What Did We Learn about Ourselves?" and this is followed by "Afterthoughts from an American Delegate," which contains observations of one U.S. delegate who remained after the conference to visit public schools and a university. An evaluation of the U.S. delegates performance is contained in a concluding section called "Nature of Meetings." Ten supplemental materials of interest follow the report. These include newspaper clippings, press releases from the chairman of AEC, journal articles, and a report on follow-up activities between AEC and ECS. (JB)

ED 310 018 SO 020 088

Life Expectancy at Birth: Teaching Guide. Measures of Progress: Poster Kit Number 1.
World Bank, Washington, D. C.
PUB DATE- 87
AVAILABLE FROM- International Bank for Reconstruction and Development/The World Bank, 1818 H Street, NW, Washington, DC 20433 ($5.95; price includes color poster map and six color photographs).
NOTE- 33p.; For poster kit 2, see ED 295 864; for related document, see SO 020 098.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Area Studies; Curriculum Enrichment; Curriculum Guides; Data Interpretation; *Developing Nations; *Economic Development; Elementary Secondary Education; Foreign Countries; Instructional Materials; Interpretive Skills; Learning Modules; *Living Standards; Map Skills; Population Growth
IDENTIFIERS- *Life Expectancy

This teaching guide accompanies the Life Expectancy at Birth poster kit, which presents statistics on life expectancy from 128 countries with populations of more than one million. The statistics relate to economic development and the changes it is bringing about in the world. Sometimes called indicators, the statistics are measures of social and economic conditions in industrial and in developing countries. The guide is intended for use with: (1) a set of six full-color pictures of people in developing countries involved in activities that will help improve the quality of their lives; and (2) a full-color poster map of the world showing related life expectancy indicators. The basic concepts covered by the materials postulate that: (1) life expectancy is generally higher in industrial countries than in developing countries; (2) there is a higher rate of infant and child mortality in developing nations; (3) as living conditions improve, those mortality rates decline; and (4) progress in improving living conditions and lowering these mortality rates varies widely throughout the developing areas of the world. As a result of using this poster kit, students should be able to read and interpret data, analyze and synthesize information on these topic areas, and develop an understanding of the relationships involved in development, mortality rates, and life expectancy. Vocabulary exercises, photograph exercises, and data table exercises are included in the guide. An achievement test with multiple choice, vocabulary matching, and essay questions is also included and may be used to evaluate students' understanding of the concepts developed in the kit. (PPB)

ED 310 019 SO 020 094

Berkowitz, Lois; Benderly, Beryl Lieff
Building Bridges to Citizenship: How To Create Successful Intergenerational Programs.
Close Up Foundation, Arlington, VA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- 89
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 (free).
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- *Activism; Adults; *Citizen Participation; *Citizenship; *Community Action; *Community Coordination; Community Organizations; Community Programs; Fund Raising; *Intergenerational Programs; Middle Aged Adults; Older Adults; Publicity; Social Action; Young Adults

It is vitally important for all U.S. citizens to know that they can make a difference, that they can affect the futures of their towns, cities, and nation. The grass roots tradition is alive and flourishing in communities all over the country. This document proposes programs in which members of different generations work together as partners on common projects. A chapter called "Young and Old Together" discusses the need for and benefits of intergenerational programming as well as what is necessary to make it work, and possible obstacles to be overcome. A "Getting Started" chapter deals with the specifics of organizing an intergenerational group and a "Working with Issues" section illustrates how to plan and execute a variety of activities, from a simple fact-finding session at the library to organizing a conference or symposium. Two final sections deal respectively with how to generate good publicity using the various media types, and with the basics of raising money for projects undertaken. A list of eight organizations that sponsor or encourage intergenerational programs is included. (JB)

ED 310 020 SO 020 095

Ross, E. Wayne
Remediation in Secondary Social Studies.
PUB DATE- 28 Mar 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Ability Grouping; *Academic Achievement; *Academic Failure; Cognitive Psychology; Cognitive Style; Compensatory Education; Concept Teaching; Cooperative Learning; Individualized Instruction; *Learning Problems; Learning Processes; *Learning Strategies; Learning Theories; Mastery Learning; *Remedial Instruction; Remedial Teachers; Secondary Education; *Social Studies
IDENTIFIERS- *Adaptive Instructional Systems

The effectiveness of traditional models of remedial education of students has been called into question. Current research supports models that would merge remedial and regular education and provide all students with broad curriculum access and the opportunity to receive instruction that is adaptive to their needs. Guidelines for addressing remediation in social studies can be generated from a review of current research. There is a clear need for a better understanding of aspects of student success and failure from psychological as well as sociological and anthropological points of view. Attention should shift from concern about the deficits of students to concern about the quality of the pupils' learning environment. This would cause remediation efforts to become part of a broad program of adaptive education for all students. Also, the importance of the context and processes of schooling would join the issue of cognitive processes in discussions of appropriate curriculum and instructional strategies to be used in teaching social studies. Increased collaboration among special needs teachers and subject area teachers to provide appropriate levels and types of instruction for all students seems to be the most appropriate path for the future. A 76-item bibliography is included. (JB)

ED 310 021 SO 020 096

Seward, Rudy Ray; Oakes, Ann Sutton

Performing Research in Sociology Classes To Enhance Learning: An Evaluation.

SPONS. AGENCY- North Texas State Univ., Denton.
PUB DATE- 26 Mar 88
NOTE- 26p.; Paper presented at Annual Meeting of Southwestern Sociological Association (Houston, TX, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Data Analysis; Higher Education; *Learning Experience; Library Skills; Research Design; *Research Methodology; *Research Skills; *Social Sciences; *Sociology; *Student Research

Two problems are encountered by faculty when teaching introductory social science courses. First, most students are only passive recipients of the information made available to them; second, they seldom appreciate the relevance of this information to their own lives.

The primary objective of the project described in this paper is to involve students actively in research while learning course content by having students define and apply major social concepts, use traditional and alternative data sources, and learn computer data analysis skills. Through the completion of four lessons covering the major stages of research, students learn about the source of the facts presented during the course. A field test of the lessons was carried out on one class during the two semesters in 1987. Students (N=44-51) evaluated the utility, difficulty, and contribution to learning for each lesson. The highest marks by students were given for the lessons' introduction to and experience with research skills. The majority rated the lessons' tasks as unrelated to understanding the rest of the course content; while at the same time, they said that the lessons would contribute to learning and help understanding in other courses. The lessons provided students in introductory sociology courses with insight into the research process behind the social facts, contributed to more analytical skills, and increased comprehension of the social structure's impact upon their lives. A 13-item bibliography, 4 tables, and an appendix describing the lessons and supportive materials are included. (Author/JB)

ED 310 022 SO 020 098

The Development Data Book; Teaching Guide. Second Edition.
World Bank, Washington, D. C.
PUB DATE- 88
NOTE- 60p.; Document contains colored print which may not reproduce well. For related documents, see ED 306 178 and SO 020 088.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; *Critical Thinking; Curriculum Guides; Data Interpretation; *Developing Nations; Development; *Economic Development; Elementary Secondary Education; Enrollment; Foreign Countries; Instructional Materials; International Trade; *Interpretive Skills; *Living Standards; Map Skills; Population Growth; Research Skills; Statistics; World Problems
IDENTIFIERS- Gross National Product; Life Expectancy

This teaching guide is premised on the ideas that economic development is the best means to a better life for the three-quarters of the world's people who live in developing countries, and that economic development will also contribute to a healthy and vigorous world economy. The goals of the guide are to increase student understanding and knowledge of economic development and social conditions worldwide, and to develop their skills and abilities to analyze and synthesize information and to think critically. The topics covered are: (1) life expectancy; (2) primary school enrollment rate; (3) population growth rate; (4) Gross National Product (GNP) per capita; and (5) merchandise exports. Each section includes a brief description of the topic; classroom questions designed to further understanding of the topic; map exercises; statistical exercises using supplied data, charts, and tables; review questions requiring analysis and synthesis; suggested supplemental activities; and an evaluative question and answer worksheet. A group of culminating activities and questions gives students an opportunity to integrate the knowledge and understanding developed in the five topic areas. A combined question and essay test is provided to be used as an evaluative tool. A blank comparative data table and six maps are also included in the guide. (PPB)

ED 310 023 SO 020 099

German Culture Today--Bridges between the Avant-Garde and the Public. An Inter Nationes Forum (Bonn, West Germany, November 26, 1987).

Inter Nationes, Bonn (West Germany).

PUB DATE- 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artists; Cultural Activities; Cultural Context; Cultural Opportunities; Culture; Federal Aid; Fine Arts; Foreign Countries; *Government Role; *Popular Culture; Public Policy; *Public Support; Sculpture; *Social Environment; State Aid; Theater Arts; Visual Arts
IDENTIFIERS- *Avant Garde; *West Germany

The interplay between government and artists and between politics and culture, especially as it relates to the avant-garde and the public, is the topic of this Inter Nationes forum, held jointly with the Center for Journalistic Studies at the University of Giessen and the Federal Mission of Rhineland-Palatinate. As Dr. Bernhard Vogel, president of the Bundesrat and minister-president of the Rhineland-Palatinate illustrates in "Government Promotion of the Arts: Aiming for a Broad Impact or Focusing on the Avant-Garde?" the states' (Laender) and local authorities account for over 90 percent of the spending on cultural matters, and this local autonomy helps to promote a wealth and diversity of German culture. The government must not move too slowly or be afraid to support the avant-garde. In the next paper, "Bridges or a Gap between the Avant-Garde and the Public?" Dr. Ulla Hahn discusses the nature of the avant-garde and its relationship to mainstream art and the general public. This is followed by a presentation entitled "Visual Arts in Public Places: Creating Space, instead of Occupying It, " in which Kasper Konig investigates the visual and public dialog that develops when art objects are placed in the public domain. The final paper is called "Schiller, c'est moi: Elitist Theatre at the Tax Payers' Expense?"; in it, Gunther Beelitz reviews the difficulties encountered in the choice and staging of avant-garde or classic plays, and the role of public funding for theater. A summary of the forum discussion period concerning these issues follows. Three songs written by Kristin Horn and performed during the forum are included. (PPB)

ED 310 024 SO 020 100

Hamblen, Karen A.
Beyond Universalism in Art Criticism.

PUB DATE- 31 Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; Aesthetic Values; Art; Art Appreciation; *Art Education; Art History; Critical Thinking; *Cultural Context; *Curriculum Development; Higher Education; Secondary Education
IDENTIFIERS- Aesthetics; *Art Criticism; Artistic Evaluation; *Universalism

The character of art criticism, both how it naturally occurs and how it is academically constructed, is reflective of social and aesthetic value orientations--much as the art object itself has been found to be a clue to the values of the society in which it is practiced, used, and appreciated. The belief that the art object possesses characteristics and meanings separate from its sociocultural context, and separate from how it has been interpreted in various times and spaces, has resulted in assumptions of universalism that have served to legitimize certain types of art and to denigrate others. There is a danger that art criticism could become a specific procedure of analysis by which it is believed a pansocial meaning and evaluation of art can be achieved. Future planning for art criticism instruction should attend to three things: (1) a variety of academic art criticism formats should be developed and instructionally implemented according to the needs, abilities, and interests of teachers and students; (2) vernacular, naturally occurring art criticism needs to be allowed expression within the classroom setting; and (3) the act of art criticism itself, its origins and the use of particular types, should be examined for its taken-for-granted assumptions and for its ability to illuminate some aspects of art and to obscure others. Art criticism, no less than other aspects of art instruction, presents occasions for elaborated artistic understanding as well as a critical consciousness of the origins, range, and possible consequences of instructional choices. A list of 41 references is included. (Author/PPB)

O'Connor, John E.
Teaching History with Film and Television. Discussions on Teaching, Number 2.
American Historical Association, Washington, D.C.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
AVAILABLE FROM- American Historical Association, 400 A Street, SE, Washington, DC 20003 ($3.50 plus $1.00 for shipping and handling).
NOTE- 94p.; Contains photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Curriculum Enrichment; *Films; *History Instruction; Secondary Education; Social Studies; *Television; Television Viewing; Videotape Recordings; *Visual Literacy
IDENTIFIERS- Film Aesthetics; *Film History; *Film Theory

History teachers should be less concerned with having students try to re-experience the past and more concerned with teaching them how to learn from the study of it. Keeping this in mind, teachers should integrate more critical film and television analysis into their history classes, but not in place of reading or at the expense of traditional approaches. Teachers must show students how to engage, rather than suspend, their critical faculties when the projector or television monitor is turned on. The first major section of this book, "Analyzing a Moving Image as a Historical Document," discusses the two stages in the analysis of a moving image document: (1) a general analysis of content, production, and reception; and (2) the study of the moving image document as a representation of history, as evidence for social and cultural history, as evidence for historical fact, or as evidence for the history of film and television. Strategies for the classroom are also discussed. The second major section, "Visual Language," is an introduction to visual language meant to serve as a general and selective guide for history teachers new to the critical use of moving-image media in the classroom. Discussions of various aspects of film history and film techniques help to illustrate the possible use of films and television as historical documents and show how film history is a manifestation of the same socio-cultural forces that shape the larger history of society. A 103-item bibliography and a sample class assignment are included. (JB)

ED 310 026   SO 020 108

Harris, Robert L., Jr.
Teaching Afro-American History.
American Historical Association, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 85
AVAILABLE FROM- American Historical Association, 400 A Street, SE, Washington, DC 20003 ($5.00).
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Black History; Black Influences; Black Leadership; *Black Organizations; *Black Studies; Civil Rights; Civil Rights Legislation; Higher Education; Instructional Materials; Racial Integration; Racial Segregation; Resource Materials; Secondary Education; Slavery

Scholars examine the Afro-American past to understand the position that black people have occupied in U.S. society, their efforts to cope with their status, and their successes and failures in pursuing full equality. The four major themes of Afro-American history and the transformations associated with them are: (1)"Africa to America" (Africans to Afro-Americans); (2)"Slavery to Freedom" (slaves to agricultural workers); (3)"Countryside to City" (agricultural workers to industrial laborers); and (4)"Segregation to Civil Rights" (outsiders to first-class citizens). These four themes offer a conceptual framework for organizing the Afro-American experience thematically and chronologically and for incorporating it in the trajectory of U.S. history. The people, movements, organizations, political and social events, and legislation associated with these themes are discussed in depth. Each of the four sections is supported by extensive notes, and a bibliography of 14 reference guides is

included. (JB)

ED 310 027 SO 020 110

Beck, Klaus; Krumm, Volker
Economic Literacy in German Speaking Countries and the United States. First Steps to a Comparative Study.
PUB DATE- 31 Mar 89
NOTE- 23p.; Paper presented at Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Testing; Cross Cultural Studies; Cultural Differences; *Cultural Influences; Data Collection; Economics; Economics Education; Foreign Countries; Postsecondary Education; Secondary Education; Test Construction; Testing; Test Interpretation; *Test Reliability; *Test Validity
IDENTIFIERS- Austria; Economic Awareness; Economic Concepts; Switzerland; *Test of Economic Literacy; West Germany; *Wirtschaftliche Bildung Test

The lack of a German language testing instrument for economic literacy has led to problems for researchers in German-speaking countries to establish the level of economic literacy in those countries. The translation of the 23rd edition (1987) of the Test of Economic Literacy (TEL) into a German version, known as the Wirtschalfliche Bildung Test (WBT), has enabled that research process to begin. The TEL was adapted for German-speaking students and the economic terms were translated with the goal of maintaining the subjective difficulty of the examination. Problems with intercultural differences caused several questions to be modified. Thirty-one experts at eight German-speaking universities, when asked to judge how well each question in the WBT would measure economic literacy, felt that the test does measure economic literacy, but more than half of them felt that essential aspects of economic literacy were not tested. Testing shows that just as the TEL discriminates between groups of students with different educational backgrounds in economics so does the WBT. A list of six references is included. (PPB)

ED 310 028 SO 020 116

Iadevaia, David G.
A Study of the Relationship between Student Enrollment in First Year/Second Year Science Courses and Gender at Pima College. Societal Factors Affecting Education.
PUB DATE- May 89
NOTE- 32p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Science; College Students; Community Colleges; Data Collection; Data Interpretation; Dropouts; Enrollment; Grades (Scholastic); Public Schools; *Science Education; *Science Instruction; *Sex Bias; *Sex Differences; Social Science Research; Surveys; Two Year Colleges

A study was conducted on the enrollments of students (N=13,856) in first and second year science courses at Pima Community College, Arizona, over a 5-year preiod. Of those students who passed these courses with a C grade or better (N=5,974), frequency distributions by sex were made. It was found that the distribution of male/female registered as well as male/female passed was approximately 50 percent. Also, females seemed to do better than males in the upper level science courses. An unusually high dropout rate of students who registered for these courses was uncovered, indicating a possible problem with students selecting science courses without adequate preparation. This drop out rate did not affect the male/female ratio regarding passing the course with a C grade or better. Several recommendations are made: (1) that the college maintain programs to keep the enrollments of female science students at current levels; (2) that some form of program be established to allow female science students to interact with female scientists; and (3) that the college study the reason for the high dropout rate of students in the sciences. Six tables and a 12-item bibliography are included. (Author/JB)

ED 310 029 SO 020 119

Durfee, Mary
How To Evaluate Lessons from the Past with Illustrations from the Case of Pearl Harbor.

PUB DATE- 4 Sep 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Political Science Association (84th, Washington, DC, September 1-4, 1988). Illustration contains illegible print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; *Decision Making; *Decision Making Skills; Evaluative Thinking; *History; *Learning Experience; *Policy Formation
IDENTIFIERS- *Pearl Harbor

Policy makers use past experience and history to think about current and potential problems and to explain policies and problems to others. Decision makers may be overly influenced by significant personally-experienced events that loom so large in their eyes that details and related relevant information may pale in comparison. Deficiencies in content or logic may ultimately not matter in the quality or political efficacy of a lesson, but need to be assessed along with the context and effect of the lesson to establish a complete assessment of that lesson and the role the lesson played in the decision making process. Learning can be said to have taken place with regard to examination of a historically based lesson if that experience leads to change or altered policies. This requires that a baseline be established on what relevant policy makers believed about the world prior to the event. Decision makers do not use history all that poorly when the political context and the actual content of lessons are taken into account. Decision makers do pay attention to current context and that context, not the past, heavily influences the uses of the past. The evidence for the ways to look at lessons from the past are largely drawn from the case of Pearl Harbor and its influence on U.S. post-war defense policy. A list of 28 references is included. (PPB)

ED 310 030 SO 020 123

Economic Education in the Precollege Setting: Proceedings of the Towbes Conference (Santa Barbara, California, August 10-13, 1988).
Reason Foundation, Santa Monica, CA.
SPONS. AGENCY- Towbes Foundation, Santa Barbara, CA.
PUB DATE- Dec 88
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Comparative Analysis; Corporate Support; Curriculum Development; *Economics; *Economics Education; Educational Change; Elementary Secondary Education; Entrepreneurship; Ethics;

High Risk Students; Teacher Education
IDENTIFIERS- *Economic Awareness; *Economic Concepts; Economic Theory

This collection of 23 papers delivered by a diverse array of participants at a conference on elementary/secondary economics instruction reflects a concern that U.S. students have limited understanding of how or why the U.S. economy operates the way it does. The papers included are: "Economic Education: Leading the Way to Educational Reform" (M. MacDowell); "The State of Economic Literacy in the Schools" (W. Walstad); "Economic Education for the Twenty-First Century: The California Model" (R. Harris); "Implementing Mandates in Economics: A Model and Diagnostic Protocol for Teacher Training" (M. Kourilsky, J. Bruno); "What is High School Economics? The Teachers' Perspective (J. Soper; W. Walstad); "What Can Be Taught in High School Economics Courses?" (P. Heyne); "Is the Curriculum Relevant to the High School Student? (G. Austin); "Economics and the Young Adolescent Learner" (R. Banaszak); "At-Risk Students and Economic Education: Criteria for Evaluation" (J. Brenneke); "Teaching Business Ethics to High School Students" (K. Horn); "Using the Print Media to Teach Economics" (V. Postrel); "Economics and Entrepreneurship Education in the Elementary Grades" (F. Rushing); "Integrating Entrepreneurship in the Secondary Curriculum: Economics and Other Courses" (C. Kent); "The Teaching of Entrepreneurship to Disadvantaged Youth" (S. Mariotti); "The Past, Present and Future in Teacher Education: Economic Education as a Model" (J. O'Neill); "Economic Education in Speech and Debate: Current and Historical Public Policy Debates as Teaching Tools" (G. Rehmke); "Demystifying Economic Education through Partnerships" (P. Harder); "The Role of Business in Economic Education: Old Problems; New Hopes" (A. Finizza); "Obtaining Fund-Raising Partners from the Corporate Sector for Economic Education" (D. Jones); "A Model Partnership Program" (M. Scopatz); "Comparative Economic Systems: Teaching through Overseas Travel" (L. Reed); "ESOP: Employee Economic Education Tool" (W. Peterson); and "Economics is Human Action" (B. Greaves). (PPB)

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume IX, Number 1-3, 1988-89.
PUB DATE- 89
AVAILABLE FROM- Folksong in the Classroom, Laurence T. Seidman, 140 Hill Park Avenue, Great Neck, NY 11021 ($5.00 individuals, $7.00 institutions).
NOTE- 121p.; For other volumes in this series, see ED 273 504-508. Small type in portions of this document may affect legibility.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Curriculum Enrichment; *Ecology; Elementary Secondary Education; Energy Education; Environment; *Environmental Education; *Folk Culture; Pollution; *Singing; *Songs; Vocal Music
IDENTIFIERS- *Environmental Awareness; Environmental Issues; *Folk Music

This volume of a journal on folksong contains three issues devoted to environmental themes, showing how teachers may enlist song to help arouse their students to an awareness of the natural world. Issue 1 contains "Classroom Management Strategies for Teaching Music in History" (D. Georgi) and an introduction to the volume's theme, "Songs about Our Earth and Ecology: A Celebration of Nature and Its Defense." Seven excerpts of speeches by Native Americans demonstrating their affinity with the natural forces of the earth, nine songs, and a paper called "Earthsinging, the Use of Music in Environmental Education" (D. Orleans) are also included. Issue 2 continues the discussion of "Songs about Our Earth and Ecology." A letter to President Franklin Pierce by Chief Seattle of the Dwamish tribe is an eloquent appeal on behalf of the earth. Two papers follow. The first, "Singing the Energy Blues" (J. Maute), contains two energy related songs; the second, "Teaching about Ecology by Using Contemporary and Traditional Folksongs" (J. Rogers) discusses endangered species and deforestation and is followed by seven songs relating to deforestation and animals. Some teaching tips on "Nature's Music Makers" and a background paper, ballad, and news clipping on the Triangle Fire tragedy of 1911 conclude this issue. Issue 3 contains "Songs about Our Earth and Ecology, Part III"; "Tune in Memory" (J. Maute) an explanation of how music can help students learn any subject; two songs and related classroom activities on reptiles and pollution (J. Jarboe); and six more songs and poems. Each issue contains a bibliography of records, tapes, publications, and related sources for song and environment materials. (PPB)

ED 310 032 SO 020 129

Herman, Wayne L., Jr.
Personal Characteristics of High and Low Rated Elementary School Student Teachers in Social Studies Lessons.
PUB DATE- 85
NOTE- 25p.; For related document, see SO 020 130.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Directed Reading Activity; Elementary Education; *Individual Characteristics; Inquiry; Postsecondary Education; Preservice Teacher Education; *Social Studies; *Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teachers; *Student Teaching; Surveys

Although student teaching is often recognized as the most influential component of teacher education programs, only a few studies exist outlining what happens to the student teacher in the classroom, or that relate personal characteristics to achievement in student teaching situations. This study, a follow-up of an investigation about the degree of transfer of training for preservice teachers from an elementary social studies methods course to classroom teaching, investigated the differences between nine student teachers who were rated the highest with nine who were rated the lowest in terms of teaching performance. The higher rated student teachers effectively employed the component parts of lessons stressed in method courses and were more apt to employ classroom strategies of inquiry versus directed readings with textbooks. A survey of 31 questions distributed to the participants included the areas of: (1) stability of goals; (2) prized traits for a career job; (3) work experience/hobbies; (4) opinions about education methods courses; (5) preferences for subject area; (6) feelings about teaching; (7) quality of lesson planning during student teaching; and (8) quality of planning of the lesson observed by the researcher. The research that has been conducted on most aspects of student teaching has been limited. If future research could identify the influential factors that cause differing levels of competence among student teachers with the same training, it is possible that some kind of intervention might have salutary effects in improving teacher competence. Ten references and one table of data are included. (PPB)

ED 310 033 SO 020 130

Herman, Wayne L., Jr.; Schafer, William D.

Transfer of Training: From the Social Studies Methods Course to Student Teaching.

PUB DATE- 18 Nov 84
NOTE- 29p.; For related document, see SO 020 129. Revision of a paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Directed Reading Activity; *Discussion (Teaching Technique); Elementary Secondary Education; Higher Education; Hypothesis Testing; *Inquiry; *Methods Courses; Postsecondary Education; Preservice Teacher Education; Social Studies; Statistical Analysis; *Student Teacher Evaluation; *Student Teachers; Student Teaching; Teacher Education

A review of the literature on the transfer of preservice teacher training to the classroom suggests that several definitive factors enhance transfer. A social studies methods course was developed with these factors in mind, and included directed reading activities (DRA) with a text, controversial topic discussion, and inquiry. During the academic year 1983-1984, thirty-two student teachers chose one strategy for observation. This study was designed to determine the extent to which the training for those three teacher competencies transferred from the methods class to student teaching. The DRA group (n=9, mean grade point average GPA for methods class 2.75 out of a possible 4.0) received the lowest score, 1.4 out of a possible 4.0. The controversial topic discussion group (n=17, mean GPA 3.09) showed strong discussion features overall, receiving a score of 3.0. The inquiry group (n=6, mean GPA 3.11) performed at a superior level and received a 3.6. DRA lessons require more planning than the others, and this may account for the poor showing there. It is recommended that student teachers be placed with cooperating teachers who have either graduated from the same training institution or are informed as to the major steps of foundational strategies taught in the students teacher's methods courses, thus helping to insure transfer of training. Transfer of training would more likely be promoted if a limited number of foundational strategies were taught in greater depth and subsequently practiced by preservice teachers to the point of overlearning. (PPB)

ED 310 034 SO 020 131

Thompson, Lowell
Celebrate North Dakota's First 100 Years.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Mar 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; *Class Activities; *Curriculum Enrichment; Elementary Secondary Education; *History Instruction; Instructional Materials; Learning Activities; Local History; Material Development; *State History
IDENTIFIERS- Native Americans; *North Dakota

This issue of "Insights" celebrates North Dakota's centennial. The information and activities it contains were meant for classroom use by teachers from North Dakota during the centennial year, but could provide others with a glimpse of that state's history. A fact sheet on "North Dakota Centennial Dates" gives a brief explanation of the important dates in North Dakota's history that relate to its attainment of statehood. A short history of the state, beginning with the Native Americans in the 1300s and the Spanish and French in the 1500s and 1600s, and ending with statehood in 1889 is contained in an article called "Brief History of North Dakota." A section headed "100 Years Ago on This Day" is a collection of quotes from the Bismarck (North Dakota) "Tribune" taken from various dates in 1888 and 1889. An "Issues" section deals with seven problems and challenges that the people of the state may have to face in the next 100 years, ranging from climate to quality of life. Ideas for classroom activities are contained in "Potpourri of Centennial Activities," and this is followed by an annotated list of 11 projects and activities planned for various parts of the state plus books and curriculum materials that deal with North Dakota's history and Native Americans. Maps and drawings related to the state and its history are contained in a section called "Maps and Things." "Books about North Dakota" (S. Schmidt) is an annotated bibliography of 13 books by North Dakota authors writing about North Dakota. (JB)

ED 310 035 SO 020 132

Stone, Frank A.

Doing Intercultural Literary Sociologies of Education: An Analysis of Four Case Studies. Multicultural Research Guides Series, Number Eleven.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
PUB DATE- 1 Apr 89
AVAILABLE FROM- Isaac N. Thut World Education Center, Box U-93, The University of Connecticut, Storrs, CT 06269-2093 ($3.00).
NOTE- 22p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (33rd, Cambridge, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Cultural Awareness; Cultural Education; Cultural Pluralism; *Interdisciplinary Approach; *International Education; International Studies; *Literature; Sociology; *Teacher Education
IDENTIFIERS- *Literary Sociology

When authors portray social perspectives and address the themes of growing up and schooling, their books become potential literary sociologies of education. Four case studies are presented that demonstrate how materials of this kind can contribute to intercultural teacher education. Case study 1, "Educational Perspectives in Modern West Indian Novels," is based on a 1984 study of 16 authors from the Commonwealth Caribbean. Their portrayal of growing up in five English-speaking Caribbean societies presents insights into the educational adjustments emigrants from these societies must make. Case study 2, "Young People Caught Up in a Catastrophe: Experiences of Children and Youth Who Survived the Armenian Genocide of 1915," is based on a study of six survivors' accounts. It suggests that if today's youth read such accounts and reflected upon the impact of genocide on people their age, they would be more committed to preventing genocide in the future. Case study 3, "Growing Up Mormon: LDS Educating for a Caring Community as Portrayed in Eight Recent Novels," summarizes a 1987 study about the moral concerns emphasized in the character formation of youth in Mormon communities by examining the novels of six Mormon authors. Case study 4, "Five Contemporary Novelists' Views of Growing Up Turkish in the 1980s: A Literary Sociology," is based on works written in Turkish and illustrates the role of translation in literary sociology. A model of intercultural literary sociology processes is presented and the main works utilized in each case study are noted. (JB)

ED 310 036 SO 020 133

Lynn, Karen
Curriculum Unit: Kenya and Tanzania, Tourist Economies.
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Area Studies; Curriculum Enrichment; *Economic Change; *Economics; Foreign Countries; Grade 9; Junior High Schools; Pretests Posttests; *Tourism
IDENTIFIERS- *Kenya; *Tanzania

This curriculum guide is designed to enable teachers and ninth grade students to develop a clearer understanding of the countries of Kenya and Tanzania and the economic needs of their citizens. A pretest-posttest examination with 20 true or false questions, 2 essay questions, and a list of 50 vocabulary words is provided. Brief descriptions of the physical environment, economy and history, chronology, and a discussion of the tourist industry (the number one industry in both countries) and its effect on the traditional cultures give background information for teachers to use in the classroom. A list of the national parks of Kenya and Tanzania and poems on African life are included. A reference list of videotapes, publications, schools in Kenya, poetry, and publishers concludes the guide. (PPB)

ED 310 037 SO 020 134

Walbert, Mark S.
Avoiding Pedagogically Naive "Captive" Software.
PUB DATE- 9 Apr 88
NOTE- 18p.; Paper presented at the Midwest Economics Association Conference (Chicago, IL, April 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computers; Computer Simulation; Computer Software; *Courseware; *Economics Education; *Instructional Effectiveness; Instructional Material Evaluation; Postsecondary Education; Textbooks

An increasing number of non-statistical software packages are being written as supplementary instructional materials provided free or at low cost for economics principles textbooks. This paper reviews the software programs currently available as ancillary material to several major texts and compares what is available as a group against what should be available if the goal is to use the microcomputer as an effective instructional tool. Much of the current crop of software does not effectively use the computer to instruct the student in a way only the computer can. Instead, much of the software that is written is largely an electronic version of the familiar student workbook. Often this places the student in the role of an electronic page turner. To remedy this shortfall, 14 specific modifications to the software designs are recommended including the following: (1) the software package should consist of menu-driven tutorials and drills such as model simulations, an electronic sketchpad, and a database spreadsheet; (2) the tutorial program should take the form of a dialog, in the Socratic sense; (3) questions in the drill portion of the package should automatically increase in difficulty so the student remains challenged by the questions; and (4) programs should not stand alone, but should be complemented with a brief student guide showing the student how to sign on, manipulate the cursor, and get help, as well as state the explicit instructional objectives for each of the programs in the package. (Author/PPB)

ED 310 038 SO 020 137

Kroll, Ronald C.
A Comparison of Music Program Requirements at Selected Christian Colleges for Use as an Articulation Model at Practical Bible Training School. Curriculum and Program Planning.

PUB DATE- Jun 88
NOTE- 65p.; Ed. D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Articulation (Education); *Church Related Colleges; College Curriculum; College Transfer Students; Comparative Analysis; Core Curriculum; *Curriculum Development; Curriculum Evaluation; Music; *Music Education; Postsecondary Education; *Required Courses; Transfer Policy
IDENTIFIERS- Practical Bible Training School NY

Music majors at the three-year New York Bible college, Practical Bible Training School (PBTS), have been unable to transfer music credits to other colleges to complete baccalaureate degrees due to a dissimilarity in program requirements. Program requirements at 44 Christian colleges where PBTS graduates were likely to transfer were compared in order to identify common courses at these institutions which could be used as the core of a new, transferable music program at PBTS. Course catalogs were obtained and required courses were analyzed for all 113 music programs according to kind of college (Bible or liberal arts), accreditation status, degree offered, and specific music major. Music theory, music history, conducting, applied music, and ensemble were required by over 80 percent of all music programs. The majors church music, music education, performance, and general music accounted for 84 percent of the programs. Hymnology and church music administration were required by over 80 percent of the programs in each of these majors. A music curriculum consisting of required courses in music theory, music history, conducting, ensemble, hymnology, and church music administration was recommended for PBTS, in addition to courses forming three elective concentrations: (1) church music internship and arranging for church music; (2) elementary, secondary, and instrumental methods for music education; and (3) form and analysis and pedagogy for performance. A 29-item bibliography, appendices containing data analysis, and a list of the college programs that were analyzed are included. (Author/JB)

ED 310 039 SO 020 140

Bradley, L. Richard

The "Learning for Leadership" Project: Education That Makes a Difference. Final Evaluation. A Project Involving Middle Schools in the Upper Arlington, Ohio and Worthington, Ohio School Districts.

PUB DATE- 15 Dec 88
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computers; *Critical Thinking; Curriculum Enrichment; *Educational Objectives; Elementary Secondary Education; Intellectual Development; Moral Development; Parent Participation; Personality Traits; School Business Relationship; *School Community Relationship; *Social Studies; Summer Programs; Teacher Motivation; Technological Advancement; Technology
IDENTIFIERS- Information Society; Jung (Carl G); *Learning for Leadership Program; Ohio (Upper Arlington); Ohio (Worthington)

Recent national studies have pointed out the changing educational needs of young people as the United States moves from an industrial society to an information society. Selected middle school students in Ohio were involved in a two-year federally-funded program entitled "Learning for Leadership." The objectives of the program were: (1) to involve students in simulations and debates in established social studies content areas; (2) to involve the parents as part of the educational team; (3) to utilize technology in building student skills (e.g., critical thinking); (4) to provide participating teachers with incentives; and (5) to develop and publish a school-to-school and school-to-business partnership model. The establishment of theoretical perspectives for the project concerning students' moral development, students' intellectual and ethical development, and Jungian personality types helps to ground the research in a theoretical framework. The following activities were developed: (1) a variety of staff development opportunities; (2) classroom enrichment activities involving regularly scheduled classes and subject materials; (3) pilot projects; and (4) the formation of a community based advisory board to give advice and direction to the project, the importance of which cannot be stressed enough. Models for staff development, curriculum enrichment, and summer school projects are discussed. An appendix of nine "Learning for Leadership" materials, news clippings, and a bibliography of 17 references are included. (PPB)

ED 310 040　　　　　　　　　　SO 020 142

Kansanen, Pertti, Ed.
Discussions on Some Educational Issues II. Research Report 54.
Helsinki Univ., (Finland). Dept. of Teacher Education.
PUB DATE- 87
NOTE- 86p.; For a prior report, see ED 273 599.
LANGUAGE- English; German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Comprehensive Programs; Course Descriptions; Creative Thinking; Curriculum Development; *Educational Change; Foreign Countries; Interviews; *Language Patterns; Physics; Problem Solving; Science Instruction; Sociocultural Patterns; Structural Analysis (Linguistics); Teacher Education; *Universities
IDENTIFIERS- *Finland; *Sweden

This international research report consists of five papers discussing five different topics in education. "Views on the Implementation of the Curriculum--Experiences of the Finnish Practice" (P. Kansanen) analyzes research results regarding the national curriculum for the Finnish comprehensive school system and compares them with a similar system in Norway. "Modalization Processes in Student Biographies" (R. Kokemohr) investigates linguistic indefiniteness as revealed by students in informal interviews. Those speech events can be interpreted as transformational procedures in the student's passage from everyday life to one oriented toward the university's scientific frame. "Problemhafter Unterricht im Fach Physik mit dem Ziel des Auslosens schopferischen Lernens" (H. Lechner) develops a method of instruction and an approach to problem solving in physics education with the aim of allowing students to creatively find solutions to problems. Flow charts and diagrams visualize the process. "Universities after 1945: The Age of Global Power or Crisis" (A. Radziewicz-Winnicki) examines the relationship of the university to contemporary society, explores how the relationship has evolved from earlier centuries, and investigates the impact of that evolution on the university syllabi through the post-1945 era. "Reform Intentions and Their Implementation" (E. Wallin) relates reform formulation to reform implementation, discussing these issues against the background of mandated reform in Sweden. (PPB)

ED 310 041 SO 020 143

Clarken, Rodney H.
Education, Justice and Unity: Prerequisites for Peace.
PUB DATE- 31 Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Humanistic Education; Humanization; *Human Relations; *Moral Development; Nationalism; Negative Attitudes; *Peace; Religious Conflict; Sex Bias; *Social Bias; *Student Development; Values Clarification; Values Education; War
IDENTIFIERS- Class Conflict; Injustice
The absence of peace is one of the greatest threats to the continued existence of life on this planet. This paper uses the definition of peace given by the General Conference of UNESCO at its 18th session, whereby peace is seen as a process, not an event. Education is vital to eliminating prejudice, which is the foundation of injustice, disunity, and war. The four main causes of prejudice/injustice/disunity/war are: (1) self-centeredness, (2) passion, (3) lack of morals, and (4) blind imitation. These lead to five prejudices/injustices/disunities that are the most potent causes of war: (1) racism, (2) sexism, (3) nationalism, (4) classism, and (5) religionism. Education is the primary and most effective means for eliminating prejudice, injustice, and disunity. Teachers must first recognize and attempt to eliminate their own personal prejudices, then introduce the scientific knowledge that presently exists to support the concept of the oneness and nonviolent nature of humankind. They should attempt to develop the emotional, social, and moral atmosphere necessary for translating this knowledge into practice. Establishing peace in the world is primarily a process of changing how we think about peace which will affect how we feel about peace, and ultimately guide our actions in creating peace. A 17-item bibliography is included. (Author/JB)

ED 310 042 SO 020 147

The Williamsburg Charter: A National Celebration and Reaffirmation of the First Amendment Religious Liberty Clauses.
Williamsburg Charter Foundation, Washington, DC.
PUB DATE- 25 Jun 88
NOTE- 24p.; For related documents, see SO 020 148-149.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Civics; *Civil Liberties; Constitutional Law; Curriculum Enrichment; Democracy; Freedom of Speech; Intellectual Freedom; *Religion; Religious Conflict; *Religious Differences; *State Church Separation
IDENTIFIERS- Bill of Rights; *First Amendment; *Religious Freedom

The religious liberty clauses of the First Amendment to the Constitution of the United States are the most important political decision for religious liberty and public justice in history. Two hundred years after their enactment, they stand out boldly in a century darkened by state repression and sectarian conflict. The controversy now surrounding the clauses is a reminder that their advocacy and defense are tasks for each succeeding generation. While acknowledging their deep and continuing differences over religious beliefs, political policies, and constitutional interpretations, the signers of this charter agree that the following principles are in the shared interest of all U.S. citizens: (1) Religious liberty is a precious, fundamental, and inalienable right founded on the inviolable dignity of the person and undergirding all other rights and freedoms secured by the Bill of Rights. (2) The two religious liberty clauses address distinct concerns, but serve the same end, freedom of conscience for citizens of all faiths or none. (3) The 'no establishment' clause separates church from state but not religion from public life. (4) The 'free exercise' clause guarantees the right to reach, hold, exercise, or change beliefs freely. (5) While conflict and debate are vital to democracy, how citizens debate is more critical than what they debate. (6) Citizens must develop, out of their differences, a common vision for the common good. (7) Each person and group must guard for others those rights they wish guarded for themselves. These principles require a fresh consideration in order to sustain a free people that would remain free. (JB)

ED 310 043 SO 020 148

A Study Guide to the Williamsburg Charter.

Williamsburg Charter Foundation, Washington, DC.
PUB DATE- 88
NOTE- 19p.; For related documents, see SO 020 147-149.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Citizenship Education; *Civil Liberties; Constitutional Law; Freedom of Speech; Instructional Materials; Intellectual Freedom; *Religion; Religious Conflict; *Religious Differences; Secondary Education; *State Church Separation; Study Guides
IDENTIFIERS- Bill of Rights; *First Amendment; *Religious Freedom

The Williamsburg Charter is a celebration and reaffirmation of the religious liberty, or freedom of conscience, granted by the First Amendment of the United States Constitution. It was drafted and signed by more that 150 national leaders and presented to the nation on June 25, 1988, the 200th anniversary of Virginia's call for a bill of rights. The charter was written by representatives of the leading faiths in the United States (Protestant, Catholic, Jewish, and secularist) in close consultation with leaders of other faiths and a diverse group of distinguished scholars, activists, and political leaders. Its purpose is threefold: (1) to celebrate the uniqueness of the religious liberty clauses in U.S. public life; (2) to reaffirm freedom of conscience for citizens of all faiths or none; and (3) to establish the place of religious liberty in public life and the guiding principles by which people with deep religious differences can contend robustly, but civilly in the public arena. This study guide is designed to help small discussion groups understand the meaning and significance of the principles of religious liberty and of the Williamsburg Charter. The guide works progressively through sections of the charter with questions aimed at what the charter says, what it means, and how it can be applied. A 6-item bibliography for further reading is included. (JB)

ED 310 044 SO 020 149

Chartered Pluralism; Reforging a Public Philosophy for Public Education. A Background Paper on the School Curriculum Project: Living with Our Deepest Differences.

Williamsburg Charter Foundation, Washington, DC.

PUB DATE- Jun 88

NOTE- 14p.; For related documents, see SO 020 147-148.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the-Art Materials (070)

DESCRIPTORS- *Cultural Pluralism; Educational Philosophy; *Educational Planning; Educational Principles; Elementary Secondary Education; *Interfaith Relations; Religious Differences; Social Differences

IDENTIFIERS- *Pluralism; Religious Freedom; *Williamsburg Charter

How people live with each other's deepest differences is one of the world's most pressing dilemmas. In this pluralistic age the all too common response has been bigotry, fanaticism, terrorism, and state repression. In the United States, the religious liberty clauses of the First Amendment, the public school movement, and the presence of a public philosophy (a common vision for the common good), have tempered the forces of faction and self-interest and helped transform U.S. diversity into a source of national richness and strength. However, increased pluralism has resulted in controversy surrounding the relationships among the First Amendment, the public schools, and the public philosophy. Public schools are the storm center because they are the principal national institution entrusted with passing on the identity and mission of the United States from generation to generation. The Williamsburg Charter, which was drafted by representatives of America's leading faiths and presented to the nation on June 25, 1988, could serve as a public philosophy for public education since it embodies a vision of chartered pluralism that switches the accent from unity at the expense of diversity to unity in the interests of diversity. The source of unity is expressly not religious or irreligious; it is the common rights and responsibilities of citizens of all faiths or none. The nation needs to reach the stage where genuine disagreement becomes an achievement and genuine debate a democratic virtue. A eight-item bibliography is included. (JB)

ED 310 045 SO 020 153

Wakefield, John F.
An Arts Orientation, Cognitive Skills and Creative Behaviors.
SPONS. AGENCY- North Alabama Univ., Florence.
PUB DATE- 29 Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Art Expression; *Cognitive Ability; Cognitive Measurement; Creative Development; *Creative Thinking; *Creativity; *Creativity Research; Creativity Tests; *Critical Thinking; Curriculum Development; High Schools; Instructional Design; Logical Thinking; Problem Solving
IDENTIFIERS- Discipline Based Art Education

This study explores the usefulness of a creativity construct for arts education. It is hypothesized that an arts orientation is a valid personality construct, that this orientation is correlated with contrasting cognitive skills, and that these skills are manifested in creative behaviors. Sixty-five high school seniors were given the ACT Interest Inventory; tests of logic, insight, divergent and creative thinking; and a modified version of the Creative Behavior Inventory. Data were analyzed for the total group and a subsample of 35 logical thinkers. Results confirm correlation of the arts orientation with five domains of artistic behavior and three cognitive skills (logic, divergent and creative thinking, but these skills only correlated with two domains of artistic behavior (literature and art). Discussion centers on fundamental implications for arts curricula and methods of instruction. The data point to the possibility of a prerequisite or threshold level of logic necessary for creative thinking. If arts are to be taught as creative activities to students in the general curriculum, it is clear that many students will not possess the prerequisite reasoning skills. It would seem far better for general curriculum arts courses to develop critical thinking and expressive problem solving skills, and for specialized elective courses to develop creative thinking (discipline based art education). Twenty-five references and five tables of study data conclude the document. (Author/PPB)

ED 310 046 SO 020 154

Shaver, James P.
What Is Known about Elementary School Social Studies?
PUB DATE- 28 Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Research; Classroom Techniques; *Educational Research; *Elementary Education; Instructional Effectiveness; *Instructional Improvement; *Research Needs; *Social Studies; Teaching Methods
IDENTIFIERS- Social Studies Instruction

Studies of elementary school social studies since the late 1970s, largely from an objective-quantitative perspective, have painted a dire picture but have paid little attention to what teachers are actually doing in the classroom. Researchers have found that little instructional time is spent on social studies, that the textbooks on this subject are severely lacking, that teachers seem uncertain about what should be taught, and that students lack enthusiasm for the subject. However, one must be cautious about over generalizing. There is great variability among teachers, and social studies instruction is sometimes excellent. It is likely that surveys underestimate the amount of time devoted to social studies as materials used for language arts, reading, music, and art often incorporate social studies content and concepts. When considering priorities, without a firm foundation in reading and writing, learning in social studies is impeded, and mathematical skills are essential for functioning in modern society. Therefore attention to reading, writing, and mathematics at the expense of social studies is understandable. More research from an interpretive-qualitative perspective is needed to help construct a more meaningful characterization of what goes on in classrooms, especially what students are thinking and how they are reacting. The ultimate concern must be with student outcomes. A 51-item bibliography is included. (JB)

ED 310 047 SO 020 155

Foeller, William H.

Student/Teacher Interactions and Their Effect on Pre-College Economic Literacy.

SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Economic Association (14th, Boston, MA, March 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Treatment Interaction; *Cognitive Style; *Economics; Instructional Effectiveness; *Secondary Education; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; Teaching Experience; *Teaching Styles
IDENTIFIERS- *Economic Literacy; Economics Instruction; Joint Council on Economic Education; Test of Economic Literacy

Data from the Joint Council on Economic Education's National Assessment of Economic Education (NAEE) Survey, gathered during the 1986-87 school year, provide material for a large-sample study of a broad variety of determinants of economic understanding and attitudes at the precollege level. The NAEE Survey, consisting of four questionnaires, correlates student economic achievement test scores with other student and teacher characteristics data. Direct matchings are available for student scores, student characteristics, and teacher characteristics. Using traditional "production function" analysis, the results indicate that in terms of attitudes about pedagogy, the student/teacher mismatch is a significant determinant of lower scores. Positive teacher attitudes about teaching economics were also found to play a significant role in the achievement of higher test scores. The construction of course content and method, the development of mandated economic education programs, and the assignment of teachers should be done with the recognition that student/teacher interdependencies may affect program outcomes. A 17-item bibliography is included. (JB)

The Executive Branch and the Constitutional Order. College-Community Forums.

Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- 88

AVAILABLE FROM- Commission on the Bicentennial of the United States Constitution, 808 Seventeenth Street, N.W., Washington, DC 20006 (no charge).

NOTE- 10p.; For related document, see SO 020 159.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *Constitutional History; Constitutional Law; *Federal Government; *Governmental Structure; *Political Power; *Power Structure; *Presidents of the United States; United States History

IDENTIFIERS- Congress; *United States Constitution

Even though the first citizens of the United States were skeptical about singular authority, the Constitution gave the president independent authority and strong powers. But as chief executive, he would be responsible to the people for the exercise of those powers. The modern presidency is a product of 200 years of growth and experience, yet much of the complexity seen in the office today is a product of the last 50 years. The current White House staff has grown to approximately 500, required by the ever-expanding role of government in these complex times. This large staff necessitates that each president develop his/her own personal managerial style. Some question whether such a powerful presidency tends to overawe Congress and exert too much power, and if the ever-increasing size of the executive branch drains the energies of the president and reduces his/her ability to lead and govern. Others call for a more powerful president and argue in favor of a line-item veto. Throughout history, the flexibility of the balance of powers has helped to maintain a strong and enduring form of government, able to withstand the constant battle for supremacy between the executive and the legislative branches. The document concludes with a list of 18 references. (PPB)

ED 310 049 SO 020 159

The Legislative Branch and the Constitutional Order. College-Community Forums.

Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- 88

AVAILABLE FROM- Commission on the Bicentennial of the United States Constitution, 808 Seventeenth Street, N.W., Washington, DC 20006 (no charge).

NOTE- 9p.; For related document, see SO 020 158.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *Constitutional History; *Constitutional Law; *Federal Government; *Governmental Structure; Political Power; *Power Structure; United States History

IDENTIFIERS- *Congress; *United States Constitution

The questions that observers of Congress have posed throughout U.S. history continue to confront citizens: how have the constitutional powers of Congress adapted to new conditions, and how has this affected Congress's relations with the other branches of government. Congress, in its constitutional design, is part of the remedy for the problems of republican forms of government that have plagued previous legislative bodies. Since 1789 constitutional debate has concerned the structure and powers of the branches themselves less than the exercise of particular powers. Some, both in and out of Congress, believe the "advice and consent" clause of Article II implies a prominent role for Congress in formulating and conducting the nation's foreign policy. Some constitutional reformers are concerned with the so-called congressional "gridlock." Reform proposals designed to overcome deadlocks between Congress and the president would restructure the government in a form resembling parliamentary democracy. It must be realized that debate on the Constitution is inevitable in a democracy, and that powers granted by the Constitution were designed to be adapted to changing circumstances. A list of 13 references is included. (PPB)

ED 310 050 SO 020 163

Media Resource Guide for Jewish Studies & Religious Studies.
Purdue Univ., West Lafayette, IN. Film Library.
PUB DATE- Jan 89
NOTE- 27p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; *Buddhism; *Christianity; Elementary Secondary Education; Instructional Materials; *Jews; Judaism; Postsecondary Education; Religion; Religious Cultural Groups; *Religious Education; Resource Materials
IDENTIFIERS- *Jewish Culture; *Jewish Studies; World War II

This annotated bibliography is a compilation of audio/visual materials related to Jewish and religious studies that are held by the Film Library of Purdue University (West Lafayette, Indiana). A subject index is followed by an alphabetical listing by title of 206 items. Included in the annotations are: (1) format indications; (2) rental cost; (3) producer; (4) production year; (5) audience level indicators; (6) running time; (7) series title; (8) subject descriptors; and (9) item description. (JB)

ED 310 051 SO 020 167

Tamsma, R.
The Netherlands in Fifty Maps: An Annotated Atlas.
PUB DATE- 88
AVAILABLE FROM- Royal Dutch Geographical Society KNAG, Weteringschans 12, 1017 SG Amsterdam, The Netherlands (Dfl. 24.90).
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Numerical/Quantitative Data (110)
DESCRIPTORS- Area Studies; Concept Teaching; *Foreign Countries; *Geographic Concepts; *Human Geography; International Studies; *Maps; Regional Characteristics
IDENTIFIERS- Netherlands

Statistical data relating to The Netherlands is presented in 50 maps that were originally published in the "Journal of Economic and Social Geography" between 1977 and 1986. Lengthy annotations accompanying each map provide important background information on the issues depicted. These elucidations were written with the foreign reader in mind, who is not expected to know much about the situation in The Netherlands. Map topics include: agriculture, cars, demography, education, employment, income, migration, on the dole, recreation facilities, social deprivation, voting, and water pollution. This wide range of themes reflects the radical changes in The Netherlands since the mid-1960s, for example, changing norms and values, a dramatic decrease in birth rate, a sweeping rise in divorce, the drop in marriage ratio which caused a more rapid rise in housing demand than in population growth, and the unprecedented pace of economic growth. (JB)

ED 310 052 SO 020 200

Bein, Frederick L.

Impact of Travel on Geographic Competency.

PUB DATE- 8 Oct 88
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Snowbird, UT, October 5-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Interpretation; *Geography; *Geography Instruction; Human Geography; *Map Skills; *Minimum Competencies; Minimum Competency Testing; Performance; Physical Geography; Postsecondary Education; Secondary Education; *Students; *Travel

A geography skills test was administered to over 3,000 Indiana college students enrolled in introductory geography courses in 1987. The National Council for Geographic Education Competency-Based Geography Test, Secondary Level, Form D, was used to measure geographic ability in the area of map skills, place name location, physical geography, and human geography. Geographic skills were correlated with respondent age, sex, ethnicity, past travel experience, and past geographic education. Students with previous travel experience were expected to score better on the test while geographically bound groups were expected to score lower. A strong correlation exists between travel and geographic skill. Geographic abilities differ according to age, sex, and ethnicity, but these differences can be attributed to varying degrees of access to travel. (Fourteen tables of data are included.) (Author)

ED 310 053   SO 020 204

Domazlicky, Bruce; France, Judith

Pilot Study: Impact of Computer Simulation on Students' Economic Policy Performance. Pilot Study.

PUB DATE- 7 Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwest Economics Association (Chicago, IL, April 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Computer Simulation; Computer Software; *Economics; *Economics Education; Policy Formation; Student Evaluation
IDENTIFIERS- *Macroeconomics; Macroism

Fiscal and monetary policies taught in macroeconomic principles courses are concepts that might require both lecture and simulation methods. The simulation models, which apply the principles gleened from comparative statistics to a dynamic world, may give students an appreciation for the problems facing policy makers. This paper is a report of a pilot study of a policy making simulation, "Macroism," provided by a publisher as part of a package for a macroeconomics textbook conducted at Southeast Missouri State University. A review of studies concerning learning and economic simulations reveals that computer assisted instruction has an effect on learning, but does not establish a clear relationship to the text/lecture approach of instruction. "Macroism" is based on an econometric model of the United States economy, and is available for both Apple and IBM computers in an interactive or classroom version (used for this study). While the students clearly enjoyed the simulation, there is limited evidence that student learning improved as a result of participation in the simulation. Students' cognitive abilities in the area of policy making are likely to be enhanced as a result of playing "Macroism," but more study is needed in this area. Nine references and a "Macroism" sample problem are included. (PPB)

ED 310 054   SO 020 207

Walstad, William B.
Economic Literacy in the Schools.
Joint Council on Economic Education, New York, N.Y.

PUB DATE- 28 Dec 88
NOTE- 7p.; Remarks prepared for press colloquy in conjunction with Annual Meeting of the American Economic Association (New York, NY, December 28-30, 1988). For a related document, see SO 020 208.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economics; *Economics Education; Elementary Secondary Education; Foreign Countries; Social Studies; Teacher Education; *Teacher Qualifications
IDENTIFIERS- Economic Awareness; *Economic Concepts; Japan; *Test of Economic Literacy; United States

Results from the testing of a representative sample of U.S. high school students (N=8,205) reveals a significant lack of economic literacy, with the students correctly answering only 40 percent of the items on the Test of Economic Literacy. This is especially disturbing since the questions were drawn from economic concepts and related issues as they are discussed daily in the national media. To improve the level of economic understanding, school districts need to make a commitment to economic education in both elementary and secondary education, with students being required to take a course in economics before they graduate from high school. Teachers must be better equipped to teach about economics if they are to instill any knowledge in their students. Economics knowledge is critical for an informed citizenry, both for its understanding of domestic economic issues and for the United States to maintain a competitive position in the world economy. (PPB)

ED 310 055 SO 020 208

Walstad, William B.; Soper, John C.
A Report Card on the Economic Literacy of U.S. High School Students.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 88
NOTE- 15p.; For related document, see SO 020 207.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Economics; *Economics Education; High Schools; Pretests Posttests; Scores; Social Studies; *Teacher Education; *Teacher Qualifications; *Test Interpretation
IDENTIFIERS- Developmental Economic Education Program; Economic Awareness; *Economic Concepts; Joint Council on Economic Education; Macroeconomics; Microeconomics; *Test of Economic Literacy

A study of over 3,000 U.S. high school students who took the Test of Economic Literacy (TEL) in 1986 reveals a lack of basic understanding in the four basic TEL concept clusters of fundamental economics, microeconomics, macroeconomics, and international economics. The TEL was administered pre- and posttest where students were enrolled in one of four types of courses: basic economics, "consumer economics," social studies with economics, and social studies without economics. Students in the economics courses did show significant improvement (+7.5 percent) after the TEL posttest examination while the others did not. Regression analysis was used to identify the effects of variables such as student background and environment or teacher and course preparation. Students in districts which participated in the Developmental Economic Education Program (DEEP) sponsored by the Joint Council on Economic Education scored higher than other students. The amount of college coursework in economics taken by the teachers themselves directly related to increased student performance in the classroom. A significant amount of ignorance was displayed in basic concepts and relationships in macroeconomics and international economics. Three tables of TEL data and 12 references are included in the report. (PPB)

ED 310 056 SO 020 234

Lidstone, John G.; Gerber, Rod
Australian Courseware in Geographical Education.
PUB DATE- 3 Apr 89
NOTE- 24p.; Paper presented at the International Symposium on Courseware in Geography (Nurenberg, West Germany, March 30-April 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Databases; Elementary Secondary Education; Foreign Countries; *Geography; *Geography Instruction; *Instructional Innovation; *Map Skills; Simulation; Social Studies
IDENTIFIERS- *Australia; Spreadsheets

Students pursuing Australian studies should be given every possible opportunity to work with materials produced in Australia. There is a substantial and growing list of good curriculum software written within Australia and from an Australian perspective which can add interest and excitement to Australian geography classrooms. Computers can be used to help students learn information and develop skills. Two simulations that focus on developing map skills are "The Great Australian Car Rally" and "Dirigible." Programs such as "Solar House"; "Bush Rescue"; and "Climate" teach a range of fundamental principles and then give students the opportunity to apply those principles to situations in which a clearly defined "right answer" can be observed. "The Farming Game"; "Pisces"; and "The Isle of What?" require students to consider geographic factors when planning land use to arrive at the "best possible outcome" for the computerized simulations. "Australia--A Profile"; "Enter Geography"; "Home Town"; "One World Data Base"; "People Pyramids"; "Disasters"; and "The Great Disaster Data Base" are all database programs related to the study of Australia. "Industrial Location" and similar software packages are spreadsheet programs that allow for analysis of geographic data. These programs, and others like them, can help to brighten our classrooms and draw the attention of our students to aspects of Australian geography. Information on the developers of the highlighted software is provided, as are print images of the screens of some programs. (GEA)

ED 310 057 SP 030 695

Schnell, James A.

Promoting Ethnic Studies in China through Emphasis on English Teacher Training.

PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; Elementary Secondary Education; *English (Second Language); *English Teacher Education; *Ethnic Studies; Foreign Countries; Foreign Culture; Higher Education; *Intercultural Communication
IDENTIFIERS- *China

This paper describes how the Chinese educational system promotes ethnic studies programming. The Chinese approach differs from approaches in the United States as the Chinese promote ethnic studies primarily through English teacher education programs. Since the opening of China, the teaching of English has been a priority in Chinese education. Students not only learn the English language, but also study the cultures and ethnic groups who are native speakers of English. Thus, the English language and English-speaking cultures are simultaneously emphasized in English teacher training. This approach provides a cross-cultural understanding of both language and culture. (Author/JD)

ED 310 058   SP 030 698

Porter, David B.
Course Critiques: What Students Can Tell Us about Educational Efficacy.
PUB DATE- 88
NOTE- 7p.; In: Proceedings of the Human Factors Society, 32nd Annual Meeting, 1988. p473-77.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Course Evaluation; *Evaluation Methods; Higher Education; Likert Scales; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teaching Styles

A course critique based on a multi-channel model of education has been developed and administered to 1,599 students enrolled at the U.S. Air Force Academy in the 1988 spring semester. The single-page instrument asks students to evaluate contributions the overall course made to their personal enjoyment, critical thinking, and subject knowledge, as well as rate the contributions of 10 course elements such as instructor, text, and classmates. The utility of this approach is shown by data analyses at three levels of evaluation: department, course and instructor. Several pedagogical implications are discussed. (JD)

ED 310 059 SP 030 798

Reitman, Sanford W.
The Micropolitics of Artistic Teaching: Implications for Foundations Instruction.
PUB DATE- 3 Nov 88
NOTE- 29p.; Paper presented at the Annual Convention of the American Educational Studies Association (Toronto, Canada, November 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Divergent Thinking; *Foundations of Education; Higher Education; Interpersonal Competence; *Political Socialization; Social Psychology; Teacher Education; Teacher Educators; *Teaching Styles
IDENTIFIERS- *Teaching as an Art

This study advises teacher educators to focus on the micropolitics of teaching to help prospective teachers become more artistically effective in the classroom and more confident of their ability to successfully influence others with whom they interact every day. Being successfully nonconformist requires individual faculty members to find original ways to engage in day-to-day strategic decision making bargaining, and impression-management while pursuing their personal interests interactively with administrators, parents, and students. The study includes a description of a foundations course entitled "Survival Strategies for Classroom Teachers." This course helps teachers to be creative and artistic in their teaching; successfully work with students; handle discipline problems and limitations on time; motivate students; meet heavy administrative demands; and achieve tenure. The ultimate objective of the course is to help the highly creative and idiosyncratic teacher become politically sophisticated. (JD)

ED 310 060 SP 030 819

Dickinson, Thomas S.
Future Thinking: A Survey of Teacher Preparation and Certification at the Middle-Level in Illinois (1988).
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Course Content; Higher Education; Intermediate Grades; Junior High Schools; Preadolescents; *Preservice Teacher Education; *Program Development; Questionnaires; *Secondary School Teachers; *Student Needs; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Illinois

A two-phase survey, employing two different survey instruments, was sent in January of 1988 to 51 institutions in Illinois engaged in teacher preparation. Each instrument was aimed at gaining information concerning either the extent of, or reaction to, middle-level teacher preparation in Illinois. The first phase was aimed at examining the extent of specific training programs at the middle-level. The second survey instrument targeted reactions to possible middle-level preparation and certification regulation. The data from the study indicate that the desired state of affairs matches closely existing middle-level programs in the state and that teacher education institutions recognize early adolescence as a distinct developmental phase requiring special understanding from middle-school teachers. This paper treats the results of both surveys independently and discusses the future of teacher preparation and certification at the middle-level in Illinois. Survey forms are appended. (JD)

ED 310 061 SP 030 860

Glanz, J.
Existential Encounters in Education: Implications for Supervision, Curriculum, and Teaching.
PUB DATE- Oct 88
NOTE- 36p.; Paper presented at the Bergamo Conference (Dayton, OH, October 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bureaucracy; Classroom Techniques; Elementary Education; *Existentialism; Negative Attitudes; *Teacher Administrator Relationship; *Teacher Supervision; *Teaching Experience; Teaching Methods

In this paper, a college professor applies existential philosophic thought to his "everyday teaching practice." He points out the stifling effects of working within a bureaucratic school organization. He presents personal experiences in dealing with the problems encountered daily in the classroom. The professor believes it is possible to, in the words of Maxine Greene, "pierce the webs of obscurity" by "doing philosophy." (Author/JD)

ED 310 062   SP 030 891

Pritscher, Conrad
Deception, Self-Direction, and Schooling.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; Citizenship; Cognitive Processes; *Deception; *Divergent Thinking; *Educational Objectives; Interpersonal Relationship; Lying; Psychological Patterns; *Self Concept; Self Evaluation (Individuals); *Socialization
IDENTIFIERS- *Nyberg (David)

This paper explores dimensions of the process of education by elaborating on the moral complexity of deception as delineated by David Nyberg. Questions examined in the paper include the circumstances under which deception may be acceptable and useful and how deception may function to augment self-direction. The paper takes the position that the most dangerous form of deception is self-deception. This study offers highlights of Nyberg's paper as well as a brief overview of some elements of gestalt philosophy (the basis for the remarks on Nyberg's paper). Conclusions discuss how schools may better serve a democractic society by shifting the curricular emphasis from socialization as the primary goal of instruction to the development of independent, inventive thinkers and doers as the temporary primary goal of instruction; temporary because eventually a democratic society needs a balance between the socializing and the development of independent thinkers. (JD)

ED 310 063 SP 030 895

Title IX: A Practical Guide to Achieving Sex Equity in Education.
National Coalition for Women and Girls in Education.
PUB DATE- Nov 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Affirmative Action; Athletics; *Civil Rights; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Higher Education; Pregnancy; Selective Admission; *Sex Discrimination; Sexual Harassment; Vocational Education
IDENTIFIERS- *Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 is the principal federal law which prohibits sex discriminaton in education. This monograph sets forth the extent of Title IX's coverage by subject area, describes the obligations of covered institutions, and explains how victims of discrimination can enforce their Title IX right. While dealing with legal issues, the discussion is not designed to be a technical, legal one. Subjects covered include: (1) sex discrimination in admissions to educational institutions; (2) discrimination on the basis of pregnancy and marital status; (3) employment discrimination; (4) Title IX and sports; (5) sexual harassment in educational institutions; (6) student services; (7) Title IX in vocational education; (8) Title IX enforcement; and (9) affirmative action. (JD)

ED 310 064 SP 030 924

Hassard, Jack; Jensen, Rosalie
An Alternative Secondary Teacher Training Model: The Georgia Model.
PUB DATE- 13 Dec 88
NOTE- 41p.; Paper presented at the Conference on Alternative Teacher Education (Macon, GA, December 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; *Internship Programs; Language Teachers; Mathematics Teachers; *Mentors; Microteaching; *Program Development; Science Teachers; Secondary Education; Secondary School Teachers; *Summer Programs; Teacher Education; *Teacher Recruitment; Teacher Shortage; Teaching Methods
IDENTIFIERS- Georgia; *Teacher Recruitment Internship Project Success

The Teacher Recruitment and Internship Project for Success (TRIPS) is an intern-mentor alternative program designed to attract academically talented foreign language, mathematics, and science teachers in Georgia. TRIPS teachers receive summer training in pedagogy, and then are involved in a year-long internship under the direction of a mentor teacher and a college professor. Interns and mentors also participate in a week-long summer workshop. Mentors receive specialized training in communication skills and conferencing, observation and analysis of teaching, evaluation, research, and literature on supervision. The program focuses on achieving competence in the areas of: (1) human growth and development; (2) curriculum; (3) teaching methods; and (4) identification and education of children with special learning needs. The 1-year supervised internship under the guidance of the mentor teacher is supported by the local school system. This paper outlines the planning process for the program and presents a detailed description of the summer institute program. The appendix consists of an overview of the program. (JD)

ED 310 065 SP 030 957

Applegate, Jane H.; Lasley, Thomas J.
Early Field Experience: A Synthesis of Role-Perspective Studies.
PUB DATE- 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Cooperating Teachers; *Field Experience Programs; Higher Education; Interpersonal Communication; Methods Courses; Policy Formation; Preservice Teacher Education; *Role Perception; *Student Teachers; *Student Teacher Supervisors; Teacher Education Curriculum; Time Management

The use of field experiences prior to and during the courses in pedagogical methods is prevalent throughout teacher education. This study provides a synthesis of three studies that focused on the expectations and problems of cooperating teachers, field experience students, and university supervisors. Further, the study compares these findings with those of other researchers who have examined the field experience phenomenon. The implications for teacher education policymaking and practice are discussed. (Author/JD)

ED 310 066 SP 030 965

Butler, Deborah A.; Dickinson, Thomas S.
The Status of Middle School Journals in NMSA Affiliate Associations.
National Middle School Association, Columbus, OH.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Middle Schools; *Periodicals; Professional Associations; Questionnaires; *Scholarly Journals; Writing for Publication
IDENTIFIERS- National Middle School Association

This monograph reports on the results of a survey conducted to determine the state of journals published by affiliated organizations of the National Middle School Association. It attempts to provide a picture of the publishing resources in the profession as well as to provide sources of information for potential authors, curriculum makers, or general readers. Tables display information on the characteristics of the journals, publication schedules, editorial considerations, authors, audiences, and circulation. Problem areas discovered include: (1) lack compensation for editors; (2) lack of information about state and national conferences printed in the affiliate journals; and (3) a dearth of parent-student presence among the authors or audiences. A copy of the survey is appended. (JD)

ED 310 067 SP 031 106

Cooper, Jim; Prescott, Susan
Materials Packet for Higher Education Component of AACTE Symposium "Cooperative Learning: Kids Helping Kids, Teachers Helping Teachers."

PUB DATE- Mar 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Higher Education; *Learning Strategies; *Peer Teaching; Preservice Teacher Education; *Student Attitudes; *Teaching Methods

This materials packet, developed for the Higher Education Component of an American Association of Colleges for Teacher Education (AACTE) symposium on cooperative learning, is divided into four sections. In the first section, quotes are provided from national reports which stressed the need for active learning at the collegiate level. In the second section, narrative comments are presented from education students who have implemented cooperative learning in their K-12 classrooms in urban and multicultural settings. The third section is comprised of a paper presented at the 1989 annual meeting of the American Educational Research Association on the subject of using cooperative learning as a teaching strategy in teacher education courses. The final section offers an annotated bibliography of cooperative learning research and practice at the collegiate level. (JD)

ED 310 068 SP 031 113

Ruscoe, Gordon C.; And Others

Quantitative and Qualitative Perspectives on Teacher Attitudes in Professional Development Schools.

PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Quality; Elementary Secondary Education; Higher Education; *Instructional Leadership; *Professional Autonomy; *Professional Development; Teacher Administrator Relationship; Teacher Effectiveness; Teacher Participation; *Team Teaching
IDENTIFIERS- Kentucky (Jefferson County); *Professional Development Schools

This paper examines teachers' attitudes toward issues central to the establishment and functioning of professional development schools in Jefferson County, Kentucky. These issues are teacher effectiveness and teacher empowerment. Like the professional development school concept itself, the research reported is collaborative. Both quantitative and qualitative approaches were used to gain a more complete picture of the day-to-day life in the professional development schools. In reporting results, both research and school-reform concerns are addressed in an effort to enhance "research conversations" within schools and between schools and universities. In the first part of the paper, the collaborative context within which professional development schools have emerged is considered. The second part examines some of the findings of a survey of the 1,065 teachers and 85 administrators in the 24 participating schools, focusing on their responses to questions related to teacher efficacy and empowerment; the response rate was 93.6%. Section three presents related evaluative data derived from participant observation in their schools and interviews with staff members. Finally, consideration is given to the implications of the research findings for school-university collaboration. (JD)

ED 310 069 SP 031 154

Hatfield, Robert C.

Inservice Teacher Education: A Case Study of One District's Program.

PUB DATE- 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Continuing Education; *Cooperative Planning; Elementary Secondary Education; *Inservice Teacher Education; Program Descriptions; *Program Development; *Program Improvement; Staff Development

This case study was initiated to test and refine a procedural model for structuring inservice programs and to produce a comprehensive description of a district inservice teacher education plan. The study involved an analysis of the inservice education program in a single school district. The procedural model used in the study was formulated using a goal-design process for developing educational practice. This process provides a linkage between a given educational practice, the context in which the practice is used, and related research studies. The basic concept of this process is that educational practice is intended to achieve a goal and that some form of activity, represented by the design, will be needed to bring about the desired outcome. The information for the case study was based on interviewing a cross-section of staff (N=12) within one school district and obtaining information related to the elements included in the procedural model for inservice education. The analysis of this district's inservice programs includes the identification of inservice activities in which the participants engaged during the past year. Drawing on this data, as organized in a set of vignettes together with notes from interviews, a description of the district's inservice program is provided. A discussion on general perspectives and problems of the program includes consideration of potential areas for program modification. More than 50 references are included. (JD)

ED 310 070 SP 031 163

Soh, Kay-cheng
Motives for Teaching of Female Certificate in Education Students.
Institute of Education (Singapore).
PUB DATE- 30 Mar 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Comparative Analysis; Foreign Countries; Primary Education; Questionnaires; Self Actualization; Socioeconomic Influences; Student Attitudes; *Teacher Characteristics; *Teacher Motivation; *Teaching (Occupation)
IDENTIFIERS- *Singapore

This study investigated the relative importance a group of teacher-trainees placed on various kinds of motives for choosing teaching as a career. Participants in the study were 99 female A-Level Certificate holders pursuing the Certification in Education Programme. They were being prepared for teaching in primary schools. Background information on the students surveyed included the socioeconomic status of the family, whether there was a teacher in the family, the age at which which the decision to teach was made, teaching experience before admission to the program, who was consulted for making the decision, and whether the decision was firm. Reasons for choosing to teach were grouped into six broad categories: (1) altruism--service, love of children; (2) interpersonal influence; (3) self-actualizatin; (4) intrinsic nature--challenging, interesting; (5) finance, circumstances; and (6) fringe benefits. A comparison is made with the results of a similar study conducted in 1981. While the study results do not differ significantly, the 1988 students were more interested in the intrinsic nature of teaching while the 1981 students were more motivated by self-actualization. A copy of the questionnaire is appended. (JD)

ED 310 071 SP 031 322

Schwab, Richard L.
Stress and the Intern Teacher: An Exploratory Study.
PUB DATE- Mar 89

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; Cluster Grouping; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Internship Programs; *Program Effectiveness; *Social Support Groups; *Stress Variables; *Teacher Interns
IDENTIFIERS- *Extended Degree Programs; *University of New Hampshire

This exploratory study provides some baseline information on the effectiveness of the University of New Hampshire's extended teacher education program which, in the fifth year, culminates in a year-long internship. Currently, more than half of the intern placements are in cluser sites, which provide an opportunity for developing school-based support networks for both interns and cooperating teachers. The study sought to determine: (1) interns' levels of stress and satisfaction as they neared the end of their placement; (2) if the internship setting, age of intern, or level of experience of the cooperating teacher had any influence on levels of stress and satisfaction; and (3) if the type of internship placement had any relationship with the development of an effective support network. The results of the study provide information that is useful on two dimensions. The overall positive response to the internship aspect of the program provides one more piece of information to support the adoption of extended programs to prepare teachers. The overall low levels of job-related stress indicate that the supportive yet challenging climate that can be developed over the year helps practice teachers enter their profession on a positive note. (JD)

ED 310 072 SP 031 341

Robbins, Jerry H.
Teacher Education in the University System of Georgia.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Admission Criteria; Educational Finance; Elementary Secondary Education; Higher Education; Minority Group Teachers; Program Length; Staff Development; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Evaluation; Teacher Supply and Demand
IDENTIFIERS- *Georgia University System

In this assessment of the status of teacher education in Georgia, teacher education is used in the broad sense as any program of studies, or portion of a program of studies, that leads to fulfilling the requirements of the Georgia Board of Education for licensure to practice some aspect of the program in the public schools. The regulations governing teacher certification encompass two-year colleges as well as senior colleges and the two comprehensive state universities. In addition, teacher education programs must meet the requirements of the University System Core Curriculum, System transfer-of-credit policies, criteria of the Commission on Colleges of the Southern Association of Colleges and Schools, and institutional policies governing all academic programs. This paper discusses the following selected issues affecting teacher education in the University System: (1) supply and demand of teachers; (2) minority teachers; (3) teacher testing; (4) program admission; (5) program content; (6) length of program; (7) numbers of available programs; (8) finance; (9) staff development; and (10) experimental and pilot projects. Recommendations are made on each of these issues. (JD)

ED 310 073 SP 031 343

Wood, Robert W.; Eicher, Charles
Self-Perceived Adequacy of Student Teachers and Its Relationship to Supervising Teacher Ratings: Another Look.
PUB DATE- Jul 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cooperating Teachers; Elementary Education; Higher Education; Preservice Teacher Education; *Self Evaluation (Individuals); *Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teachers

This study examined perceived teaching adequacies of elementary teachers at the University of South Dakota on 31 teaching competencies prior to their student teaching experience and immediately following that experience. Classroom supervising teachers rated their student teachers on those same teaching competencies at the conclusion of student teaching. An analysis of mean ratings revealed that student teachers perceived themselves as being highly adequate to teach following their student teaching experience. Post-student teaching ratings by student teachers and by classroom supervising teachers revealed a moderate, positive relationship. (Author)

ED 310 074 SP 031 344

Securro, Samuel, Jr.; And Others
A Collaborative, Alternative Teacher Certification Program.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consortia; Delivery Systems; Elementary Secondary Education; Higher Education; Intercollegiate Cooperation; *Internship Programs; *Mathematics Teachers; Mentors; *Science Teachers; Teacher Certification; Teacher Education; Teacher Recruitment
IDENTIFIERS- *Alternative Teacher Certification; *Field Based Training Program WV; West Virginia

In the summer of 1986, three institutions (West Virginia State College, West Viriginia College of Graduate Studies, and West Virgina Institute of Technology) consorted to design an alternative teacher certification program to attract and retain a qualified pool of mathematics and science teachers. Known as the Field-Based Training Program (FBTP), it was piloted during the 1986/87 academic year to determine whether an alternative field-based delivery system could attract talented, "second career" adults into teaching, especially in those fields where shortages continuously exist. The major features of the FBTP included: (1) preliminary identification and screening of potential participants; (2) structured group interviews; (3) preassessment of cognitive professional knowledge base; (4) accelerated instruction block, including human development and learning, instructional strategies, classroom management, special education, and reading of content areas; (5) internship with observation and induction into teaching roles; (6) professional seminars; (7) orientation and clarification of program roles for mentors; and (8) program identification. Following completion of the pilot program, it was agreed that an accelerated field-based delivery system was needed as an option in West Virginia and the program should continue. This report describes the second year of the FBTP and related outcomes. (JD)

ED 310 075 SP 031 350

The Science of AIDS. Readings from Scientific American Magazine.
Scientific American, Inc., New York, N.Y.
PUB DATE- 88
AVAILABLE FROM- W. H. Freeman and Company, 41 Madison Ave., New York, NY 10010 ($9.95).
NOTE- 135p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Biology; Clinical Diagnosis; Communicable Diseases; Drug Abuse; Homosexuality; *International Cooperation; *Medical Research; Medical Services; *Scientific and Technical Information; *Scientific Research; *Social Problems

This collection of scientific articles on the subject of acquired immune deficiency syndrome (AIDS) covers many facets of the physical and social aspects of the disease. Technical articles deal with the molecular and cellular biology of AIDS and the Human Immunodeficiency Virus (HIV). The national and international epidemiology of AIDS and HIV are discussed as well as the social dimensions of the diseases. Two articles discuss AIDS therapies and vaccines. (JD)

ED 310 076 SP 031 351

Morrow, James R., Jr.; Pivarnik, James M.
Simulated Exercise Physiology Laboratories.
PUB DATE- 89
AVAILABLE FROM- Human Kinetics Books, Box 5076, Champaign, IL 61825-5076 ($29.00; ISBN-0-87322-232-6, Apple version; ISBN-0-87322-234-2, IBM version).
NOTE- 71p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Body Composition; Cardiovascular System; *Computer Assisted Instruction; *Computer Simulation; *Exercise Physiology; Higher Education; *Instructional Materials; Physical Education; Physiology

This book consists of a lab manual and computer disks for either Apple or IBM hardware. The lab manual serves as "tour guide" for the learner going through the various lab experiences. The manual contains definitions, proper terminology, and other basic information about physiological principles. It is organized so a step-by-step procedure may be followed through each of the 20 laboratory exercises. Simulations are offered on the subjects of cardiovascular, pulmonary, and temperature measurements, body composition, submaximal exercise testing, training, and weight loss. In each simulation the learner enters the relevant values and hypothesizes the outcome effects. (JD)

ED 310 077 SP 031 357

Irving, Holly Berry
Adult Nutrition Education Materials. January 1982-October 1988. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
PUB DATE- Mar 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Anorexia Nervosa; Bulimia; Dental Health; Diabetes; *Dietetics; *Eating Habits; Food Standards; Hypertension; *Nutrition; Obesity; *Physical Health; *Special Health Problems

This annotated bibliography of materials available from the National Agricultural Library through interlibrary loan to local libraries focuses on nutrition and dietetics as they relate to physical health and special health problems. The bibliography was derived from online searches of the AGRICOLA database, and materials include audiovisuals, books, and other printed materials. There are 149 citations. (JD)

ED 310 078 SP 031 360

Updegrove, Natalie

Food Safety and Sanitation Audiovisuals. January 1979-December 1988.
Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
PUB DATE- Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Dietetics; *Disease Control; Dishwashing; *Food Handling Facilities; *Food Service; *Food Standards; Hygiene; Instructional Materials; Pests; Public Health; Sanitary Facilities; *Sanitation

The citations in this annotated bibliography focus on hygiene and sanitation in the preparation of food and standards for food service to the public. Materials cited can be obtained through interlibrary loan through a local library or directly from the National Agricultural Library. The bibliography was derived from online searches of the AGRICOLA database; there are 63 citations. (JD)

ED 310 079 SP 031 361

Irving, Holly Berry
Maternal and Infant Nutrition Education Materials. January 1981-October 1988. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
PUB DATE- Mar 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Breastfeeding; *Infants; *Mothers; Neonates; *Nutrition; Parent Child Relationship; *Pregnancy; *Prenatal Influences

The materials cited in this annotated bibliography focus on maternal and infant health and the critical importance of good nutrition. Audiovisuals and books are listed in 152 citations derived from online searches of the AGRICOLA database. Materials are available from the National Agricultural Library or through interlibrary loan to a local library. (JD)

ED 310 080 SP 031 362

Irving, Holly Berry

Nutrition Education Materials: Grades Preschool through 6. 1979-March 1987. Quick Bibliography Series.

National Agricultural Library, Beltsville, MD.

PUB DATE- May 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Eating Habits; Elementary Education; *Health Education; Nutrition; *Nutrition Instruction; *Physical Health

The citations in this annotated bibliography are of audiovisuals and books focusing on basic nutrition education for children in preschool through the sixth grade. There are 306 citations derived from online searches of the AGRICOLA database. Information is provided on obtaining the materials. (JD)

ED 310 081 SP 031 363

Irving, Holly Berry
Nutrition Education Materials: Grades 7 through 12. 1979-March 1987.
Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
PUB DATE- May 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Eating Habits; Health Education; *Nutrition; *Nutrition Instruction; *Physical Fitness; *Physical Health; Secondary Education

The citations in this annotated bibliography are of audiovisuals and books focusing on basic nutrition education for children in junior high and secondary schools. There are 233 citations derived from online searches of the AGRICOLA database. Information is provided on obtaining the materials. (JD)

ED 310 082 SP 031 364

van der Sijde, Peter
The Implementation of a Research Based Teacher Training.
Twente Univ. of Technology, Enschede (Netherlands).
PUB DATE- Aug 85

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Classroom Techniques; Comparative Analysis; Foreign Countries; Grade 8; Instructional Materials; Junior High Schools; Mathematics Teachers; Research Utilization; *Teacher Behavior; Teacher Education; Teacher Effectiveness; *Teaching Guides; Time Management; *Training Methods

A report is given of the development and implementation of a training manual for eighth-grade mathematics teachers in the Netherlands. The manual is research-based on process-product correlations of effective classroom practices. To test the effectiveness of a 6-hour training period using the manual, nine experienced mathematics teachers were observed with the same class for six lessons before the training. Following their participation in training with the manual over an 8-week period, the teachers were observed again. The focus of the obsrevations was on classroom management and instruction. It was concluded that the training and the training manual can change teacher behavior. Tables present comparisons in behaviors before and after using the training manual. (JD)

ED 310 083 SP 031 376

Ryan, Jean Rogers
Tools for Teaching. A Visual Aids Workshop and Instruction Manual for Health Educators. Appropriate Technologies for Development. Reprint Series No. R-67.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Feb 87
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developing Nations; Foreign Countries; *Health Education; Learning Strategies; *Material Development; *Primary Health Care; *Teacher Developed Materials; *Visual Aids

This manual was developed to train primary health care facilitators and health educators in the construction and use of low-cost supplementary learning materials that are both socially relevant and participatory in nature. The curriculum is organized to provide the facilitator with a course outline and syllabus, suggested list of supplies, comprehensive lesson plans, supporting visual material and instructional handouts, project evaluation sheets, and a take-home examination. Each lesson plan includes the following components: (1) purpose; (2) objectives; (3) materials needed; (4) preparation instructions; (5) activity sequence, including estimated time for each activity; and (6) step-by-step outline for each activity. Supplementary materials are located immediately following the introductory page of the session in which they are to be used. The manual is designed to be used in staff development workshops for health facilitators working primarily in developing countries. (JD)

ED 310 084 SP 031 377

Ball, Deborah Loewenberg; McDiarmid, G. Williamson
The Subject Matter Preparation of Teachers. Issue Paper 89-4.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.00).
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *College Curriculum; Courses; Elementary Secondary Education; *General Education; Higher Education; *Intellectual Disciplines; Liberal Arts; *Teacher Effectiveness; Units of Study

The focus of this paper is the subject matter preparation of teachers: what subject matter preparation entails, where and when it occurs, and with what outcomes. Since research on teachers' learning of subject matter is a relatively new domain of inquiry in teacher education, the literature is scant. The purpose of this paper, therefore, is to offer a framework that can contribute to future research in this area. The paper is organized in three parts. To lay a foundation for the argument, the first section examines the concept of subject matter knowledge, for although the claim that teachers must know what they are teaching appears self-evident, agreement does not exist about what is included in the idea of knowing subject matter for teaching. The second section offers a framework for the sources and outcomes of teachers' subject matter learning. In the third section, this framework is used to consider extant evidence about teachers' subject matter preparation. The paper concludes with a discussion of issues raised in earlier sections that suggest directions for future work on the subject matter preparation of teachers. Over 50 references are included. (JD)

ED 310 085 SP 031 379

Andrews, Sharon Vincz
Teaching as Inquiry: Contexts That Empower.
PUB DATE- 4 May 89
NOTE- 37p.; Paper presented to the International Reading Association (New Orleans, LA, May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Research; Elementary Education; Higher Education; *Language Arts; *Methods Courses; Preservice Teacher Education; Teacher Attitudes

A discussion is presented of a semester-long collaborative project in whole language at the college level. Eight preservice teachers, seven inservice teachers, a school principal, and a university instructor worked together in Friday afternoon seminars. This paper gives an overview of multiple theoretical foundations: learning theory, critical theory, and language theory to support the curriculum development of this university course in language arts methods and describes an inquiry methodology which parallels the curriculum development and data collection points which are also curriculum events. The document includes the course syllabus, calendar, and bibliography of background materials. (Author)

ED 310 086 SP 031 380

Hawkes, Richard R.; Stahlhut, Richard G.
Field Responsive, Center Specific: A Model for Collaborative Partnerships.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Collegiality; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Participative Decision Making; Preservice Teacher Education;

*Student Teaching
IDENTIFIERS- University of Northern Iowa

A description is given of the Regional Partnership Program, a field-responsive, center-specific model established at the University of Northern Iowa (UNI) designed to oversee clinical field experiences for student teachers. This cooperative partnership calls for a resident tenure track professor to be placed in a geographic area away from the main campus for the purpose of directing the student teaching program, teaching extension courses and being involved in other activities designed by the university. The model involves six regional districts specifically located across the state in such a fashion as to cause the university to be in touch with all areas of the state. The six regional districts serve as the administrative units for the field program, thus allowing the decision-making process to be more closely aligned to the activities and needs of the field. All partnerships have been developed to allow for the incorporation of a cadre of educational practitioners who participate in the management of the regional center and advise the university on matters related to the total education program. The center-specific component of the UNI partnership program was designed to encourage creativity and to respond to regional needs. Cadre involvement extends beyond clinical field experience activities and cadre members are involved in a variety of teacher education matters. (JD)

Mead, J. V.
Looking at Old Photographs: Investigating the Recollections That Novices and Teachers Bring with Them.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Elementary Secondary Education; *Identification (Psychology); Interpersonal Relationship; *Modeling (Psychology); *Personal Narratives; Preservice Teacher Education; *Role Models; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship

This paper analyzes interviews with preservice, novice, and inservice teachers on their recollections of elementary or secondary teachers from their student days who served as either positive or negative role models. The interviewees described events in which they were student participant observers, providing a perspective which captures ideas, behaviors, and contexts of particular teaching acts. The paper looks at the nature of these projections as informants report them in the form of recall of their school experiences. The relationship between these recollections of former teachers and the constructs of teaching the informants appeared to hold are examined. In the analyses of the unconscious mentors, the model teachers are described and a summary is given of the qualities they demonstrated. The first part of the paper reports the detailed findings on the positive and negative models cited, focusing on the reasons given by the informants for choosing them. Comments are made on the qualities of the model the informants chose to report and some sequences and patterns that appear from the reports. The last section briefly describes the role of self-conceptions of teaching, dealing with why the informants wished to enter teaching. (JD)

ED 310 088 SP 031 382

Heck, Ronald H.; Blaine, Daniel D.
The Effects of a Colleague-Pairing Induction Program on the Perceptions of First-Year Teachers and Their Mentors.
PUB DATE- 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; College School Cooperation; *Collegiality; Elementary Secondary Education; Higher Education; Interpersonal Relationship; *Mentors; *Program Development; Role Models; Teacher Characteristics; Teacher Effectiveness; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This study describes the effects of a pairing induction program of 15 first-year teachers and 15 mentors in a collegial relationship. The site of the study was a school district chosen because of its unusually high teacher turnover, the cultural diversity of the students, and the large number of beginning teachers on school faculties. The program utilized the resources of a consortium, including the host school district, the teacher training institution, the state department of education, the teachers' professional organization, and an outside educational consulting agency familiar with teacher induction.

Beginning teachers in the program were placed in three different socioeconomic school settings. Mentors were district teachers who had already had at least two successful experiences with student teachers. The attempt was made to match beginning teachers with mentors by school, grade level, subject areas, and personal characteristics. The most important problems identified by both beginning teachers and mentors were classroom management, finding and using support resources, motivating students, working with special problems and developing positive relationships with parents, teachers, and administrators. Effective mentor behaviors included serving as a role model by setting an example, helping to anticipate and solve problems, and providing knowledge and skill. (JD)

ED 310 089 SP 031 384

Linton, Marigold; Searfoss, Lyndon

A Minority Recruitment Program through a Proactive PPST Support System.

PUB DATE- 31 Mar 89

NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *Admission Criteria; Basic Skills; Higher Education; *Minimum Competency Testing; *Minority Group Teachers; Preservice Teacher Education; *Teacher Recruitment; *Test Anxiety; *Test Coaching

IDENTIFIERS- Arizona State University; *Pre Professional Skills Tests

A major barrier to minority student participation in the Arizona State University teacher preparation program is the state-mandated requirement that all sections of the PreProfessional Skills Test (PPST) be passed before any teacher preparation courses can be taken. This paper describes the significant features of a minority recruitment/support program, which offers a proactive PPST support system. The program is moving toward becoming comprehensive and relies on vigorous proactive support. This paper describes the salient features of the program: (1) an intensive attempt to identify minority students who require the services of the PPST support system; (2) active recruiting of minority students education programs at community colleges, exceptional high school students; and (3) diagnostic testing of prospective students. Academic class offerings in reading, mathematics, and writing are described. Classes provide a large number of PSST-like problems and students are tested frequently to assist them in overcoming test anxiety. The outcomes and future modifications of the program are discussed. (JD)

ED 310 090 SP 031 385

Madsen, Jean; Taylor, Barbara

Implementation of a Teacher Incentive Program To Recruit Academically Talented People into the Teaching Profession.

PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Ability; Higher Education; *Incentive Grants; Preservice Teacher Education; *Scholarships; *State Aid; *Teacher Recruitment
IDENTIFIERS- *Missouri

The purpose of this paper was to examine the procedures a state may use to implement a teacher incentive program to recruit individuals into the profession. This paper describes the selection and monitoring process Missouri uses to implement its state incentive program. The intent of the Missouri Teacher Education Scholarship program is to attract academically talented individuals into the teaching profession. A profile of the recipients indicates that the average American College Testing (ACT) score for the Missouri recipient is at the 85th percentile and the average class rank is 13 percent. Most of the recipients are females wishing to teach at the elementary level. (Author)

ED 310 091 SP 031 394

Progress and Promise in Teacher Education. Conference Papers of the South Pacific Association for Teacher Education, Inc. and the International Council on Education for Teaching (18th, Sydney, Australia, July 18-23, 1988).

International Council on Education for Teaching, Washington, D.C.
PUB DATE- Jul 88
NOTE- 488p.; Some pages contain light print.

LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Educational Change; Educational Objectives; Foreign Countries; Futures (of Society); Global Approach; *Inservice Teacher Education; *Multicultural Education; Physical Education; Postsecondary Education as a Field of Study; *Preservice Teacher Education; Research and Development; *Schools of Education; *Teacher Education Curriculum

This volume consists of papers presented at a joint conference. Among the topics addressed were: preservice and inservice teacher education, multicultural education, reflective teaching, instructional improvement, curriculum models, educational change, beginning teacher induction, collaboration, teacher and student teacher supervision, educational objectives, moral responsibility, physical education, student assessment, student attitudes and motivation, non- and limited-English proficient students, and the future of teacher education. Over 140 papers are included in the volume. (JD)

Porter, David B.
Educating from a Group Perspective: What, Why and How.
PUB DATE- 89
NOTE- 6p.; Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; *Group Dynamics; *Group Instruction; Higher Education; Incentives; Informal Leadership; Interpersonal Communication; Peer Groups; Student Attitudes; *Student Motivation

Education is a team sport. Current developments in cognitive, social and educational psychology suggest the potential pedagogical value of adopting "a group perspective." Over the last few years, the Air Force Academy has examined the effects of several classroom interventions intended to develop and harness the power of groups to improve students' educational experiences and attitudes. In general, results suggest these interventions enhanced overall academic achievement, reduced within-section performance variance, increased student interest in subject matter, and helped establish mutual respect and positive relations among students. (Author)

ED 310 093 SP 031 397

Feiman-Nemser, Sharon; And Others
Changing Beginning Teachers' Conceptions: A Description of an Introductory Teacher Education Course. Research Report 89-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.75).
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Majors; *Expectation; Higher Education; Learning Processes; *Misconceptions; Preservice Teacher Education; *Self Concept; Student Attitudes; Teaching Experience; *Teaching Skills

This paper describes an exploratory study of conceptual change in 91 students enrolled in an introductory course at Michigan State University designed to help beginning teacher education students examine critically their preconceptions. The data consist of essay responses written at the beginning and end of the term. The authors were interested in whether and how students' ideas changed over the course of the term, what factors influenced the changes, and whether the responses of students in a classroom participation observation version would differ from those in the nonfield version of the course. The study analyzed data along four dimensions that represent major themes in the course: (1) traditions of teaching; (2) the relationship of teaching and learning; (3) the contexts of teaching; and (4) the knowledge required of teaching. Besides illustrating changes in students' thinking, the paper also describes goals for student learning and activities that students undertake in the course. (Author/JD)

ED 310 094 SP 031 400

Harris, Alene Hawes

A Search for Sources of Treatment Effects in a Teacher Effectiveness Training Program.

PUB DATE- Mar 89
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Classroom Techniques; Elementary Secondary Education; *Feedback; Higher Education; Preservice Teacher Education; Student Teachers; Teacher Behavior; *Teacher Effectiveness; *Time Management; *Workshops
IDENTIFIERS- *Effective Use of Time Program

This study investigated possible sources of teacher change in the Stallings Effective Use of time (EUOT) staff development program administered to preservice teachers. These sources were: (1) the full EUOT program with feedback plus workshops; (2) feedback only; and (3) the trainer as post-treatment observer. Over a 15-month period, 20 student teachers participated in full treatment of feedback plus workshop, 7 participated in feedback-only treatment, and 23 served as control. Of the full-treatment group, 7 received one post-treatment observation by the trainer and another by an unknown observer, 6 received post-treatment observations by the trainer only, and 7 by an unknown observer only. The study measured change with 11 variables: 4 teacher-focused, 4 student-focused, and 3 class-focused. The paper concludes the EUOT program can have good application at the preservice level. Of the variables measured, student involvement in interactive teaching was the only one for which full treatment was significantly superior to feedback alone. Full treatment changed the ratio of interactive teaching by the teacher to interactive attending by the students, as opposed to rearranging time use. The findings discuss implications for teacher education and suggest areas of further research. (JD)

ED 310 095 SP 031 402

Rush, Jean C.
Theory-Based Teaching: Problem Solving in Studio Art Instruction.
PUB DATE- 29 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Aesthetic Values; *Art Education; Cognitive Processes; *Concept Formation; *Creativity; Nonverbal Communication; *Problem Solving; Research Needs; *Visual Arts

The call for more empirical research in art education during the 1950s seems to be a precursor of the contemporary move toward more systematic instruction in the visual arts. If making art employs nonverbal aesthetic concepts, then conceptual consistency and problem solving within studio instruction can facilitate students' acquisition, retention, and generalization of the aesthetic concepts that are the building blocks of artistic expression. The term "conceptual focus" describes the pedagogical mechanism that permits students to practice the cognitive skills used by artists during creative activities. (Author)

ED 310 096 SP 031 403

Berg, Marlowe; And Others
The Effect of Preservice Clinical Supervision on Beginning Teachers.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Problem Solving; *Program Effectiveness; Self Evaluation (Individuals); *Student Teachers; *Student Teacher Supervisors
IDENTIFIERS- *Clinical Supervision Initiative

To strengthen the performance and commitment of beginning teachers by improving the supervision and support student teachers receive, the California State University established the Clinical Supervision Initiative (CSI) in 1984. This paper describes the Far West Laboratory Mini-Studies investigation of beginning teachers. The triad study constituted a two-year investigation of the use of clinical supervision practices during preservice training and its effect on beginning teacher performance. Clinical supervision requires a professional relationship among university supervisor, cooperating teacher, and student teacher. The clinical supervision component was designed to add to the triad relationship a clearer sense of role and responsibility in preservice training and a commitment to student teacher self-evaluation. A description is given of a clinical supervision model--Partners in Supervision. A concern of the study was to identify the problems and problem-solving actions of novice teachers and explore the impact of socialization mechanisms on problem-solving approaches. The positive relationship found between the impact of preservice supervision and problem-solving reported by beginning teachers who were clinically supervised suggests that training in self-analysis of the teaching experience can have an important transfer to problem-solving in the first year of teaching. (JD)

ED 310 097 SP 031 404

Elementary, Secondary, and University Education: A Partnership Commitment in Missouri. Report of a Conference (Columbia, Missouri, September 13-14, 1985).
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Choice; *College Bound Students; *College School Cooperation; Educational Research; Elementary Secondary Education; Higher Education; Long Range Planning; *Professional Development; *Teaching (Occupation)

The conference described in this paper was designed to provide a meaningful experience for a select group of individuals in strategic positions to have an impact on education policy for the state of Missouri. The report summarizes the scope and purpose the the conference, the conference process, and major issues and recommendations for action, concluding with the conference resolution. The conference focused on the following three major issues: (1) the expectations of university educators for Missouri high school graduates who choose to attend the university; (2) the selection and preparation of individuals who choose teaching as a career; and (3) the role of schools and the university in the continuing development of educational personnel as well as the university's research and service role in support of the elementary and secondary school enterprise. (JD)

ED 310 098 SP 031 405

Wilen, William W.
Questioning Skills, for Teachers. What Research Says to the Teacher. Second Edition.
National Education Association, Washington, D.C.
PUB DATE- 87
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($3.95).
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Discussion (Teaching Technique); Elementary Secondary Education; Inquiry; *Learning Strategies; *Questioning Techniques; Research Reports; Student Reaction; *Teacher Behavior; *Teaching Methods

This publication reviews the research findings related to the verbal questioning behaviors and practices of teachers. It emphasizes current research related to the impact of questioning practices on student thinking, achievement, and attitudes. This includes questioning techniques and strategies, and approaches to the analysis of classroom questions. Finally, it suggests an approach for teachers to use to gather information on their questioning behaviors in order to improve systematically their questioning practices. (JD)

ED 310 099 SP 031 410

Standards of Excellence for School Nutrition Programs. A Self-Assessment Guide for School District Fiscal Policy Teams.

California State Dept. of Education, Sacramento.

PUB DATE- 89
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271

($3.50).
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Breakfast Programs; *Dietetics; *Dining Facilities; Eating Habits; *Educational Finance; Elementary Secondary Education; Federal Aid; *Food Handling Facilities; *Food Standards; *Nutrition; Public Schools; Sanitation; State Aid

This guide was developed for fiscal policy team members to familiarize them with district policies, processes, available data, mandated responsibilities, and other requirements essential to federal and state funded school nutrition program operations. The guide is divided into nine sections: (1) organization and administration; (2) human resources management; (3) nutrition and health; (4) meal planning; (5) purchasing, storage, and distribution; (6) financial management; (7) marketing and promotion; (8) sanitation and safety; and (9) facilities and equipment. Each section contains an introductory statement, a school nutrition goal, and one or more standards that serve as reference points against which current district practices may be assessed. (JD)

ED 310 100 SP 031 413

San Nicolas, Gregg C.; Moore, Mary W.

Attributions about Consultation Outcomes by Special and Regular Education Teachers.

PUB DATE- 89

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attribution Theory; *Consultants; Elementary Education; Junior High Schools; *Locus of Control; *Mainstreaming; Social Cognition; Special Education; *Student Behavior

The research project described in this paper concerned the application of attribution theory and its underlying principles to the consultation process and activities of special and regular education teachers. In recent years, consultation between teachers for the "mainstreaming" of disabled and/or handicapped students into general education has been the preferred practice but little is understood of the consultation dynamics. An examination was made of the types and patterns of attributions made on consultation outcomes among 75 teachers as they effect the mainstreaming process within their own schools. The application of attribution principles helps to shed light on the reasons and causes for failure or success. (JD)

Teacher Certification Handbook.
Texas Education Agency, Austin.
PUB DATE- Apr 89
AVAILABLE FROM- Texas Education Agency, Publication Distribution Office,
1701 North Congress Ave., Austin, TX 78701-1494 ($5.00).
NOTE- 374p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use
(for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Credentials; *Educational Certificates; Elementary
Secondary Education; Governance; *State Standards; *Teacher
Certification; Teacher Education; *Teacher Qualifications; Transfer
Policy; Vocational Education
IDENTIFIERS- *Texas

This handbook is a compilation of materials relative to Texas teacher certification requirements. Topics covered are: (1) state governance; (2) application procedures for Texas teacher certificates; (3) suggestions for expediting services; (4) examination requirements for Texas certification; (5) general requirements for Texas teaching credentials; (6) requirements for the Texas provisional certificate based on 1987 standards; (7) requirements for the Texas provisional certificate based on 1955 and 1972 standards; (8) requirements for the Texas professional certificate; (9) requirements for vocational certificates based on completion of an approved teacher education program under the 1987 standards; (10) requirements for vocational certificates based on experience and preparation in skill areas; (11) requirements for endorsements to certificates based on 1987 standards; (12) requirements for endorsements to certificates based on 1955 and 1972 standards; (13) requirements for special service positions; (14) certification based on out-of-state credentials; (15) other teacher certification programs; (16) certification for individuals who completed college work before 1955; (17) teaching permits; (18) requirements for paraprofessional certificates; and (19) reprimand, suspension, cancellation, and reinstatement of certificates. Appendices include sample forms and guides. (JD)

ED 310 102 SP 031 415

Wilen, William W., Ed.
Questions, Questioning Techniques, and Effective Teaching.
National Education Association, Washington, D.C.
PUB DATE- 87
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($15.95 soft cover--ISBN-0-8106-1485-5; $29.95 cloth--ISBN-0-8106-1484-7).
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Conceptual Tempo; Elementary Secondary Education; *Inquiry; Interaction Process Analysis; *Questioning Techniques; *Reaction Time; *Teacher Effectiveness; *Teaching Methods; Time Factors (Learning
IDENTIFIERS- *Wait Time

This book focuses on questioning techniques and strategies teachers may employ to make the difference between active and passive learning in the classroom. There are nine chapters: (1) Why Questions? (Ambrose A. Clegg, Jr.); (2) Review of Research on Questioning Techniques (Meredith D. Gall and Tom Rhody); (3) The Multidisciplinary World of Questioning (J. T. Dillon); (4) What Kind of Question Is That? (Roger T. Cunningham); (5) Using Wait Time To Stimulate Inquiry (Mary Budd Rowe); (6) Effective Questions and Questioning: A Classroom Application (William W. Wilen); (7) Discussion Strategies and Tactics (Ronald T. Hyman); (8) Students as Key Questioners (Francis P. Hunkins); and (9) Improving Teachers' Questions and Questioning: Research Informs Practice (William W. Wilen). (JD)

ED 310 103 SP 031 416

Michigan Essential Goals and Objectives for Health Education.
Michigan State Board of Education, Lansing.
PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom

Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Consumer Education; *Curriculum Development; Disease Control; Drug Education; Elementary Secondary Education; Environmental Education; *Health Education; Mental Health; Nutrition Instruction; *Program Development; *Public Schools; Safety
IDENTIFIERS- *Michigan

This document offers guidelines for developing a health education program for grades K-12. The Michign Department of Education has determined 10 topics in health that comprise a comprehensive health education program: (1) disease prevention and control; (2) personal health practices; (3) nutrition education; (4) growth and development; (5) family health; (6) emotional and mental health; (7) substance use and abuse; (8) consumer habits; (9) safety and first aid education; and (10) community and environmental health. The essential goals and objectives for each of these topics are listed for primary, intermediate, junior high school, and high school grade levels. (JD)

ED 310 104 SP 031 417

Cheng, Maisy; And Others
The Every Secondary Student Survey, Fall, 1987. #191.
Toronto Board of Education (Ontario).
PUB DATE- Jun 89
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Credit Courses; Enrollment; *Family Characteristics; Foreign Countries; Language Dominance; Secondary Education; *Secondary School Students; *Socioeconomic Status; *Student Characteristics

Results of a survey on the academic progress of all secondary students in Canada in relationship to their social and demographic characteristics are presented in this report. The report provides information on: (1) social and demographic profile of secondary students; (2) program enrollment; (3) credit accumulation and academic achievement; (4) student characteristics; (5) relationships between student characteristics and level of study, number of credits accumulated, and marks in English and mathematics; (6) relationship between birthplace and achievement; (7) relationship between first language(s) and achievement; (8) relationship between socio-economic status and achievement; (9) relationship between race and achievement; and (10) relationship between parental presence and achievement. The overall picture of the student population is presented through the use of descriptive statistics and graphic representations. (JD)

ED 310 105 SP 031 418

Lapham, E. Virginia, Ed.; Shevlin, Kathleen M., Ed.
The Impact of Chronic Illness on Psychosocial Stages of Human Development.
Georgetown Univ. Medical Center, Washington, D.C.
PUB DATE- 86
AVAILABLE FROM- National Maternal and Child Health Warehouse, 38th and R Streets, NW, Washington, DC 20057 ($12.00).
NOTE- 157p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Adjustment (to Environment); *Affiliation Need; *Chronic Illness; *Developmental Stages; Disabilities; *Individual Development; Interpersonal Competence; Maturity (Individuals); Social Psychology; Special Health Problems

This book addresses critical issues regarding the impact of chronic illness and disability on human development. It was written for health care professionals who help chronically ill and disabled persons deal with the psychological and social as well as the biological aspects of their illness or disability. An expanded version of Erik Erikson's eight stages of human development provides the theoretical framework for the book. Erikson's theories present a biopsychosocial approach to stages of development. He identified maturational crises or "anticipated crises" of development that must be mastered before an individual can progress to the next stage. In each chapter of the book, one of Erikson's "anticipated crises" of development is reviewed and then the "unanticipated crisis" of a chronic illness is introduced. Questions are then raised about how individuals in each developmental stage can resolve the maturational crisis in the face of the environmental crisis. (JD)

ED 310 106 SP 031 422

Student Athletes. Information on Their Academic Performance. Fact sheet for the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

PUB DATE- May 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; *College Students; Drug Abuse; *Eligibility; Graduation Requirements; Higher Education; Student Financial Aid; *Student Recruitment

This report provides information concerning academic performance and other issues related to student athletes in college. Proposed legislation would require postsecondary schools receiving federal assistance and offering athletic scholarships to report certain kinds of data annually, and the availability of such data is one of the topics discussed in this report. In addition, a summary is presented of the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA) policies on: (1) recruiting student athletes; (2) athletic eligibility; (3) academic progress; and (5) drug testing. Finally, statistics are presented on an NCAA comparison of Division I member schools' graduation rates for student athletes with their entire student bodies. Detailed statistical information is presented on tables. (JD)

ED 310 107   SP 031 424

Role Models, Sports and Youth. NSSC Resource Paper.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Mar 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Antisocial Behavior; *Athletes; Athletic Coaches; *Athletics; *Delinquency Prevention; *Males; Peer Influence; Preadolescents; *Role Models; Team Sports

Research and numerous model programs suggest that sport plays an important social role. Particularly among youth, sports and professional athlete role models help deter juvenile delinquency. An overview is presented of current efforts to involve young people, particularly inner-city black youths, in athletic activities. A majority of sociological studies have shown that young athletes, regardless of their socioeconomic status, are less delinquent than comparable non-athletes and are less likely to be involved in serious offenses. Well-known black male athletes have proven to be effective role models for boys, not only in encouraging them to engage in sports activities, but to resist peer pressure and the drug culture. This booklet discusses ways in which youngsters are being persuded to become involved in sports and other activities. A selection of articles from newspapers and magazines that deal with this subject is appended. (JD)

ED 310 108 SP 031 428

Gordon, Stephen P.
Developmental Supervision, Supervisor Flexibility, and the Postobservation Conference.
PUB DATE- Mar 89
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Cognitive Structures; *Concept Formation; Divergent Thinking; Elementary Secondary Education; Interaction Process Analysis; *Schemata (Cognition); *Supervisory Methods; Supervisory Training; Teacher Characteristics; *Teacher Supervision

This study investigated the flexibility of 16 supervisors in implementing a developmental approach to supervisor-supervisee interaction during the postobservation conference. Specific objectives included determining: (1) if supervisors' diagnoses of supervisees' conceptual levels (CL) agreed with the Paragraph Completion Method (PCM) measurement of teachers' CL; (2) if supervisors could effectively implement an informational directive approach with one teacher, a collaborative approach with a second teacher, and an actively nondirective approach with a third teacher; (3) the extent to which supervisors' approaches matched PCM-based prescriptions for supervisory approach; (4) supervisor valuation of informational directive supervision, and developmental supervision in general; and (5) supervisee valuation of the three supervisory approaches. Supervisors revealed positive valuations of all three supervisory approaches and developmental supervision in general. The supervisors valued approaches matched to supervisees' PCM-measured CL somewhat more than unmatched approaches. Supervisees' valuations agreed with those of the supervisors. (Author/JD)

ED 310 109 SP 031 429

Rudduck, Jean
Critical Thinking and Practitioner Research: Have They a Place in Initial Teacher Training?
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Critical Thinking; *Divergent Thinking; Foreign Countries; *Government School Relationship; Higher Education; *Preservice Teacher Education
IDENTIFIERS- *England

This paper argues the crucial need, in the present higher education climate in England, for higher education tutors to find ways of continuing to work with new and experienced teachers, despite central moves that limit opportunities for sustained and intellectually challenging learning. Opportunities for working on a more critical agenda with teachers have opened up as the ideas of practitioner research and inquiry and reflection-on-practice have become more widely known and accepted. The paper questions, however, whether it is realistic, given the constraints of the present climate and given general understanding of teachers' conventional sources of professional satisfaction, to aspire, on initial teacher education programs, beyond a capacity for reflection-on-action to the kind of research that is "collective, oppositional, and emancipatory." A discussion is presented of the current status of higher education vis-a-vis conservative government control. A description is given of a 36-week program of initial teacher training in which the principle of reflect-on-action is used to encourage critical thinking and inquiry into issues and problems in education. (JD)

ED 310 110 SP 031 430

Erickson, Geraldine
High-School Teacher Decisions in Problematic Situations.
PUB DATE- Mar 89

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior; *Behavior Problems; *Decision Making; *Group Dynamics; High Schools; *Problem Solving; Secondary Education; *Secondary School Teachers; *Socialization; Student Characteristics; Student Motivation

This study explores assumptions about teacher motivations and why teachers choose one course of action rather than another in problematic situations. The question asked is: "What do teachers take into account when faced with such situations and how do they choose a line of action? Data sources include publications distributed by unions, district and school-site administration, professional associations, and subject departments, as well as field notes from meetings and interviews with teachers. It was found that four variables: Class Gain, Student Gain, Teacher Gain, and Societal Gain, operate simultaneously in teachers' decision making. Class Gain, however, is the primary perspective from which teachers' decisions flow. They consider that if the class is functioning well, individual students as well as the teacher benefit from the peaceful learning environment. When the class as a whole makes more academic progress this benefits the teacher, the individual students, the class, and the society. (JD)

ED 310 111 SP 031 448

Dixon, Roslin Williams
Epstein's Brain Growth Theory as Related to Cognitive Level Matching.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; *Cognitive Development; Curriculum Development; Intellectual Development; Intermediate Grades; Junior High Schools; *Learning Processes
IDENTIFIERS- *Developmental Patterns; Epstein (Herman T)

This paper examines the theories of Herman T. Epstein, who has suggested that there may be a correlation between Piaget's stages of intellectual development and the brain growth stages. Epstein's research has indicated that the human brain grows in spurts rather than in simple linear increments across time. Of special significance to educators is the period in a child's development between the ages of 12 and 14. It is hypothesized that these middle school years correspond with a plateau of brain growth during which it is more difficult to initiate novel intellectual information. This period, when the child is developing new and different roles with the same and opposite sex, should be a time of consolidating and reviewing information and developing thinking skills, rather than introducing new concepts. Implications for curriculum development and teacher training are briefly discussed. (JD)

Schweitzer, Cathie
Coaching Certification. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 3p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) -- ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Athletic Coaches; *Certification; Elementary Secondary Education; Faculty Workload; Physical Education Teachers; *State Standards; *Womens Athletics

This digest focuses on coaching certification, its importance, its current status, and types of certification programs currently in existence. The discussion also covers the status of women coaches and the issue of national certification requirements. The list of addresses of certification programs given includes commercial agencies state programs, and a recognized accreditation program for volleyball. (JD)

ED 310 113 SP 031 495

Dawson, Tim R.

An Educator's Guide to the Literature Dealing with the Rationale for Steroid Use, Effects They Have on Body Composition and Performance, with Solutions to Preventing Steroid Abuse in Youth.

PUB DATE- 6 Jul 89

NOTE- 31p.; M.S. Exit Requirement, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)

DESCRIPTORS- *Athletes; Body Composition; *Drug Use; *Health Education; High Schools; *Performance Factors; Program Effectiveness; *Stimulants; Teacher Responsibility

IDENTIFIERS- *Anabolic Steroids

This study provides information about steroids and recommends programs to educators and coaches who are involved with educating students about steroid abuse. The first part of the study contains annotations that examine the rationale and motivation of those who have used anabolic steroids. The next part of the study contains annotations that examine some of the physical and psychological effects anabolic steroids have on body composition and performance. The annotations in the last and major part of the study look at some solutions to preventing and controlling anabolic steroid use among high school students, and to educating students about the dangers of such use. The annotations in each section are arranged by year--earliest to most recent. (JD)

ED 310 114 TM 013 236

Adema, Jos J.
The Construction of Two-Stage Tests. Project Psychometric Aspects of Item Banking No. 39.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Nov 88
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Computer Assisted Testing; Item Banks; *Latent Trait Theory; *Linear Programing; Mathematical Formulas; *Mathematical Models; *Test Construction
IDENTIFIERS- Item Dependency Model; *Two Stage Testing

Although two-stage testing is not the most efficient form of adaptive testing, it has some advantages. In this paper, linear programming models are given for the construction of two-stage tests. In these models, practical constraints with respect to, among other things, test composition, administration time, and inter-item dependencies play an important role. Research indicates that two-stage tests can be constructed both sequentially and simultaneously. Models based on the maximin model for test construction developed by W. J. van der Linden and E. Boekkooi-Timminga (1989) are formulated for the sequential case, with constraints specified at test and subtest levels. It is assumed that a bank of items calibrated under the item response model is available and that "information" is used in accordance with G. H. Fischer's information model. The maximin design is used in order to select the items that maximize the information in the test, while the resulting test information function still has the desired shape. The paper concludes that simultaneous test construction has the disadvantage of having a large number of variables; hence, constraints must be considered. (TJH)

ED 310 115 TM 013 557

Enright, Gwyn
Evaluation, Testing and Learning Assistance.
PUB DATE- Jun 88

NOTE- 20p.; Paper presented at the Annual Institute for Learning Assistance Professionals (Long Beach, CA, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- College Students; Computer Assisted Testing; *Educational Testing; Educational Trends; *Evaluation Utilization; Higher Education; Instructional Effectiveness; Student Evaluation; *Teacher Role; Test Use
IDENTIFIERS- Fairness; *Learning Assistance

The resurgence of testing and the significance of this trend to learning assistance facilitators and developmental educators are discussed. This increase in testing, particularly as it manifests itself on college and university campuses, reflects a shift of emphasis in testing, from measuring aptitude to measuring the effect of instruction. Various direct and indirect forms of measurement are discussed; and new testing modes, including computer-assisted testing, are covered. The relation between the test taker and the test and the use of tests and other forms of assessment are briefly outlined. Finally, evaluating test design for lucidity, meaningfulness, economy, and fairness is promoted; and the role of the learning assistance facilitators and developmental educators in the evaluation of testing is discussed. (TJH)

ED 310 116 TM 013 689

van der Burg, Eeke; de Leeuw, Jan
Use of the Multinomial Jackknife and Bootstrap in Generalized Nonlinear Canonical Correlation Analysis. Research Report 87-4.
Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- 87
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correlation; Elementary Secondary Education; *Error of Measurement; *Estimation (Mathematics); Mathematical Models; Monte Carlo Methods; Statistical Analysis
IDENTIFIERS- *Bootstrap Methods; Eigenvalues; *Jackknifing Technique; Multinomial Models; Nonlinear Transformations; OVERALS Technique

The estimation of mean and standard errors of the eigenvalues and category quantifications in generalized non-linear canonical correlation analysis (OVERALS) is discussed. Starting points are the delta method equations. The jackknife and bootstrap methods are compared for providing finite difference approximations to the derivatives. Examining the basic properties of the jackknife method indicates that the vector of profile proportions is perturbed by leaving out single observations. The grid of perturbed values is used to estimate relevant derivatives. Bootstrapping means resampling with replacement from the original sample. Both procedures, bootstrapping and jackknifing, are used to compute pseudo-value means and standard errors for four different data sets: (1) the characteristics of 36 kinds of marine mammals; (2) data describing the attributes of 47 countries; (3) data from a study of school choice for 520 children leaving elementary school; and (4) a sample of 4,863 secondary students from the Second International Mathematics Study. For the small data sets the jackknife and bootstrap were used; for the larger sets, Monte Carlo versions of both were used. The jackknife method appeared less imprecise than the bootstrap method, and jackknife approximations were less stable for smaller samples. It is concluded that the bootstrap method performed better than did the jackknife method. For large samples, the bootstrap procedure works quite well for computing confidence intervals, and eigenvalues computed from OVERALS seem quite stable. Eight tables present the values from the four data sets, and four figures illustrate category quantifications for all data sets. (Author/SLD)

ED 310 117 TM 013 690

Jelsma, Otto; Bijlstra, Jim P.

PROCESS: Program for Research on Operator Control in an Experimental Simulated Setting.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- 88
AVAILABLE FROM- Faculty Library, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavioral Science Research; *Computer Simulation; Computer Software; Computer Software Reviews; Experiments; *Operations Research; Program Improvement; Psychological Studies; *Training Methods
IDENTIFIERS- *Control Systems (Mechanical); Distillation (Science); Fault Management; Operating Procedures; *PROCESS (Computer Program)

An experimental tool is described for the investigation of the human control behavior for slow responding dynamic systems. The Program for Research on Operator Control in an Experimental Simulated Setting (PROCESS) is a simulation of a dynamic water-alcohol distillation system that can be used in research on operator training. In particular, PROCESS is designed to conduct research on fault management skills. PROCESS is described in detail, starting from a general model of control tasks; it enables the user to maintain the current status of more or less automatic systems or to change the state of the system. PROCESS is discussed from the perspectives of both the operator and the experimenter. The experimental configuration is then sketched, and ongoing research using PROCESS is reviewed. Recent research on control behavior for slow responding systems has suggested that training programs develop a set of fault management procedures to enable adequate control of the system. It is argued that, after sufficient practice, fault management procedures are cognitively represented as production rules that can yield quantitative predictors of performance. Information processing task analysis was used to determine the steps that build up fault management procedures. The focus of studies currently being conducted with PROCESS is the optimization of training programs for fault management skills, and the goal is the study of transfer of training. Six figures illustrate the PROCESS model. An appendix describes the equations governing PROCESS. (Author/SLD)

ED 310 118 TM 013 691

Knol, Dirk L.; ten Berge, Jos M. F.
Least-Squares Approximation of an Improper by a Proper Correlation Matrix Using a Semi-Infinite Convex Program. Research Report 87-7.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Oct 87
AVAILABLE FROM- Faculty Library, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 33p.; Also cited as Project Psychometric Aspects of Item Banking No. 22.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algorithms; *Computer Software; Correlation; *Estimation (Mathematics); *Least Squares Statistics; Statistical Analysis
IDENTIFIERS- Convex Program; *Correlation Matrices; *Semi Infinite Programs; Tetrachoric Correlation

An algorithm is presented for the best least-squares fitting correlation matrix approximating a given missing value or improper correlation matrix. The proposed algorithm is based on a solution for C. I. Mosier's oblique Procrustes rotation problem offered by J. M. F. ten Berge and K. Nevels (1977). It is shown that the minimization problem belongs to a certain class of convex programs in optimization theory. A necessary and sufficient condition for a solution to yield the unique global minimum of the least-squares function is derived from a theorem by A. Shapiro (1985). A computer program was implemented to yield the solution of the minimization problem with the proposed algorithm. This empirical verification of the condition indicates that the occurrence of non-optimal solutions with the proposed algorithm is very unlikely. Two tables present values using J. de Leeuw's target matrix. (Author/SLD)

ED 310 119 TM 013 692

Kelderman, Henk

Item Bias Detection Using the Loglinear Rasch Model: Observed and Unobserved Subgroups. Research Report 86-2.

Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- 86

NOTE- 49p.; Also cited as Project Psychometric Aspects of Item Banking No. 3.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Foreign Countries; Higher Education; *Latent Trait Theory; Mathematical Models; Multiplication; Statistical Analysis; *Statistical Bias; *Test Bias; Testing Problems; Test Items; Undergraduate Students

IDENTIFIERS- Contingency Tables; *Item Bias Detection; Item Parameters; Latent Class Models; Log Linear Models; Netherlands; *Rasch Model; Subgroups

A method is proposed for the detection of item bias with respect to observed or unobserved subgroups. The method uses quasi-loglinear models for the incomplete subgroup x test score x item 1 x ... x item k contingency table. If the subgroup membership is unknown, the models are the incomplete-latent-class models of S. J. Haberman (1979). The (conditional) Rasch model is formulated as a quasi-loglinear model. The parameters in this model that correspond to the main effects of the item responses are the conditional estimates of the parameters in the Rasch model. Item bias can then be tested by comparing the quasi-loglinear-Rasch model with models that contain parameters for the interaction of item responses and the subgroups. An example uses data from a test taken by 286 Dutch undergraduates who took a multiplication test using Roman numerals and numbers written out in Dutch. Some of the examinees had received training in multiplying Roman numerals. It was expected that Roman items would be biased, and the procedure confirmed this bias. Five tables present the models and study data. A 55-item list of references is included. (Author/SLD)

ED 310 120 TM 013 693

Boekkooi-Timminga, Ellen
Simultaneous Test Construction by Zero-One Programming. Research Report 86-3.
Twente Univ., Enschede (Netherlands). Dept. of Education.
SPONS. AGENCY- Netherlands Inst. for the Advancement of Pure Research, The Hague.
PUB DATE- 86
NOTE- 30p.; Also cited as Project Psychometric Aspects of Item Banking No. 4. In "Methodika," 1986, 1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Item Banks; *Latent Trait Theory; *Mathematical Models; Operations Research; *Test Construction; Test Items
IDENTIFIERS- *Parallel Test Forms; Simultaneous Processing; *Zero One Programing

A method is described for simultaneous test construction using the Operations Research technique zero-one programming. The model for zero-one programming consists of two parts. The first contains the objective function that describes the aspect to be optimized. The second part contains the constraints under which the objective function should be optimized. The selection of items is based on information from item response theory. Simultaneous test design is used when tests have to be constructed so that there is a certain relationship between them. Two examples of simultaneous test construction are presented. The construction of two parallel tests is considered, and designs of three tests that should measure best at successive parts of the ability scale are described. Examples were carried out using an item bank of 10 items chosen at random. The sequential construction of the same series of tests was compared. The examples illustrate that the tests constructed using simultaneous techniques best fit the intentions of the test constructor. Three tables give the data for the test construction methods. (Author/SLD)

ED 310 121 TM 013 694

van der Linden, Wim J.; Boekkooi-Timminga, Ellen
A Zero-One Programming Approach to Gulliksen's Matched Random Subtests Method. Research Report 86-4.
Twente Univ., Enschede (Netherlands). Dept. of Education.
SPONS. AGENCY- Netherlands Inst. for the Advancement of Pure Research, The Hague.
PUB DATE- 86
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 28p.; Also cited as Project Psychometric Aspects of Item Banking No. 5.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algorithms; Computer Assisted Testing; *Computer Software; Difficulty Level; Estimation (Mathematics); Graphs; *Programing; Test Items; *Test Reliability
IDENTIFIERS- Alpha Coefficient; Classical Test Theory; *Gulliksens Matched Random Subtests Method; Parallel Test Forms; *Zero One Programing

In order to estimate the classical coefficient of test reliability, parallel measurements are needed. H. Gulliksen's matched random subtests method, which is a graphical method for splitting a test into parallel test halves, has practical relevance because it maximizes the alpha coefficient as a lower bound of the classical test reliability coefficient. This paper formulates this same problem as a zero-one programming problem, the advantage being that it can be solved by algorithms already existing in computer code. Focus is on giving Gulliksen's method a sound computational basis. How the procedure can be generalized to test splits into components of any length is shown. An empirical illustration of the procedure is provided, which involves the use of the algorithm developed by A. H. Land and A. Doig (1960), as implemented in the LANDO program. Item difficulties and item-test correlations were estimated from a sample of 5,418 subjects--a sample size that is large enough to prevent capitalizing on chance in the Gulliksen method. Two data tables and one graph are provided. (Author/TJH)

ED 310 122   TM 013 695

van der Burg, Eeke; And Others
Homogeneity Analysis with k Sets of Variables: An Alternating Least Squares Method with Optimal Scaling Features. Research Report 86-5.
Twente Univ., Enschede (Netherlands). Dept. of Education.
SPONS. AGENCY- Institute for Road Safety Research in Leidschendam (Netherlands).
PUB DATE- 86
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algorithms; *Computer Software; *Least Squares Statistics; Linear Programing; *Multivariate Analysis; Surveys
IDENTIFIERS- *Homogeneity of Variance; Optimal Scaling; Ordinal Scales; *OVERALS Technique

Homogeneity analysis, or multiple correspondence analysis, is usually applied to k separate variables. In this paper, it is applied to sets of variables by using sums within sets. The resulting technique is referred to as OVERALS. It uses the notion of optimal scaling, with transformations that can be multiple or single. The single transformations consist of three types: (1) nominal; (2) ordinal; and (3) numerical. The corresponding OVERALS computer program minimizes a least squares loss function by using an alternating least squares algorithm. Many existing linear and non-linear multivariate analysis techniques are shown to be special cases of OVERALS. Disadvantages of the OVERALS method include the possibility of local minima in some complicated special cases, a lack of information on the stability of results, and its inability to handle incomplete data matrices. Means of dealing with some of these problems are suggested (i.e., an alternating least squares algorithm to solve the minimization problem). An application of the method to data from an epidemiological survey is provided. A 39-item list of references, three data tables, and 11 graphs are included. (Author/TJH)

ED 310 123 TM 013 696

Kogut, Jan
Detecting Aberrant Response Patterns in the Rasch Model. Rapport 87-3.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- 87
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 45p.; Also cited as Project Psychometrische Aspecten van Item Banking No. 18.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Testing; Computer Simulation; Difficulty Level; Estimation (Mathematics); *Guessing (Tests); *Latent Trait Theory; Mathematical Models; *Statistical Bias; *Testing Problems
IDENTIFIERS- Aberrance; Item Parameters; Iterative Methods; Person Fit Measures; *Rasch Model; *Response Patterns; Three Parameter Model
In this paper, the detection of response patterns aberrant from the Rasch model is considered. For this purpose, a new person fit index, recently developed by I. W. Molenaar (1987) and an iterative estimation procedure are used in a simulation study of Rasch model data mixed with aberrant data. Three kinds of aberrant response behavior are considered: (1) guessing to complete the test; (2) guessing in accordance with the three-parameter logistic model; and (3) responding with different abilities on different subsets of items. The power in detecting such aberrants is evaluated in two cases: when item difficulties are known; and when item difficulties are estimated from the data, including aberrants. The results reveal that, in the latter case, the estimates of the model parameters are biased and that the power of the index, as a consequence, is reduced. It is shown that, by using an iterative procedure, the recovery of the power of the index to the level obtained by known item difficulties is achieved. Furthermore, depending on the type of aberrance, a considerable reduction of the bias in the model parameters is possible. Finally, it is confirmed that this new index allows detection of aberrant response patterns with better statistical properties than former person fit indices. Three data tables and eight graphs are included. (Author/TJH)

ED 310 124 TM 013 697

Kogut, Jan
Reduction of Bias in Rasch Estimates Due to Aberrant Patterns. Rapport 87-5.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Dec 87
AVAILABLE FROM- Mediatheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 42p.; Also cited as Project Psychometrische Aspeten van Item Banking No. 26.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; Computer Simulation; *Estimation (Mathematics); *Goodness of Fit; *Latent Trait Theory; Mathematical Models; *Statistical Bias
IDENTIFIERS- Aberrance; Item Parameters; Iterative Methods; *Rasch Model; *Response Patterns

The purpose of this study is to determine an efficient way to reduce the bias in estimates of the Rasch model parameters due to aberrant response patterns. First, the benefits of using one- or two-sided goodness-of-fit tests of patterns with the model are discussed. Then, the consequences of removing non-fitting patterns from Rasch model data are considered. Finally, an iterative procedure to reduce the bias is presented. This procedure replaces non-fitting patterns by certain patterns sampled according to the model. The effectiveness of this procedure is investigated in a simulation study using Rasch model data mixed with aberrant response data. It is also demonstrated that, for aberrant response behavior that too often results in ideal patterns, another strategy for detecting aberrant patterns is needed. Such a strategy would provide a possibility to detect more types of aberrant behavior and to reduce bias in the estimates of the model parameters. Four data tables and seven graphs are included. (Author/TJH)

ED 310 125 TM 013 698

Kelderman, Henk
Estimating Quasi-Loglinear Models for a Rasch Table if the Numbers of Items Is Large. Research Report 87-5.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- 87
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 49p.; Also cited as Project Psychometric Aspects of Item Banking No. 20.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Testing; Computer Simulation; *Computer Software; Equations (Mathematics); *Estimation (Mathematics); *Latent Trait Theory; *Linear Programing; Mathematical Models; *Sample Size
IDENTIFIERS- *Contingency Tables; Item Parameters; Log Linear Models; *Rasch Model

The Rasch Model and various extensions of this model can be formulated as a quasi loglinear model for the incomplete subgroup x score x item response 1 x ... x item response k contingency table. By comparing various loglinear models, specific deviations of the Rasch model can be tested. Parameter estimates can be computed using programs such as GLIM, ECTA, and MULTIQUAL, but this becomes impractical if the number of items is large. In that case, the tables of observed and expected counts become too large for computer storage. In this paper, a method of parameter estimation is described that does not require the internal representation of all observed and expected counts, but rather uses only the observed and expected sufficient statistics of the parameter estimates, which are the marginal tables corresponding to the model terms only. The computational problem boils down to computation of the expected sufficient statistics which, in its raw form, amounts to summation of a very large number of expected counts. However, it is shown that, depending on the structure of the model, the number of computations can be reduced considerably by making use of the distributive law. As a result, simpler models may be computed much more efficiently in terms of both storage and processing times. Three data tables are provided. (Author/TJH)

ED 310 126 TM 013 699

Engelen, R. J. H.
A Review of Different Estimation Procedures in the Rasch Model.
Research Report 87-6.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Sep 87
AVAILABLE FROM- Mediatheek, Faculteit Toegepaste Onderwijskunde, Universiteit Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 39p.; Also cited as Project Psychometric Aspects of Item Banking No. 21.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; *Chi Square; Comparative Analysis; *Estimation (Mathematics); *Latent Trait Theory; Literature Reviews; Mathematical Models; *Maximum Likelihood Statistics
IDENTIFIERS- *Paired Comparisons; *Rasch Model

A short review of the different estimation procedures that have been used in association with the Rasch model is provided. These procedures include joint, conditional, and marginal maximum likelihood methods; Bayesian methods; minimum chi-square methods; and paired comparison estimation. A comparison of the marginal maximum likelihood estimation with all other estimation procedures is then provided. Marginal maximum likelihood estimation is defended as the best procedure, but serious numerical problems exist even when applying this method. These problems are especially evident for distribution-free marginal maximum likelihood estimation. (TJH)

ED 310 127 TM 013 700

Vos, Hans J.
Simultaneous Optimization of Decisions Using a Linear Utility Function. Research Report 88-15.
Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- Nov 88
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
NOTE- 56p.; Portions of this paper were presented at the European Meeting of the Psychometric Society (Enschede, Netherlands, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bayesian Statistics; College Freshmen; Computer Assisted Instruction; *Decision Making; *Expert Systems; Higher Education; *Linear Programing; *Mastery Tests; Medical Students; Science Tests; Selection
IDENTIFIERS- Decision Rules; Empirical Bayes Estimation; Free Response Test Items; Medical Knowledge Tests; *Optimization; *Utility Function

The purpose of this paper is to simultaneously optimize decision rules for combinations of elementary decisions. As a result of this approach, rules are found that make more efficient use of the data than does optimizing those decisions separately. The framework for the approach is derived from empirical Bayesian theory. To illustrate the approach, two elementary decisions--selection and mastery decisions--are combined into a simple decision network. A linear utility structure is assumed. Decision rules are derived both for quota-free and quota-restricted selection-mastery decisions for several subpopulations. An empirical example of instructional decision making in an individual study system concludes the paper. The example involves 43 freshmen medical students (27 were disadvantaged and 16 were advantaged with respect to elementary medical knowledge). Both the selection and mastery tests consisted of 17 free-response items on elementary medical knowledge with test scores ranging from 0 to 100. The treatment consisted of a computer-aided instructional program. Three data tables and three figures are provided. (Author/TJH)

ED 310 128 TM 013 701

Eggen, T. J. H. M., Ed.
Open Session IEA General Assembly (24th, Enschede, Netherlands, August 15-19, 1983).
International Association for the Evaluation of Educational Achievement.; Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Dec 83
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Classroom Environment; *Educational Assessment; Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; International Organizations; International Programs; *International Studies; *Mathematics Achievement; National Programs; Outcomes of Education; *Science Education; Testing Programs; *Writing Evaluation
IDENTIFIERS- IEA Written Composition Study; *International Assn Evaluation Educ Achievement; Second International Mathematics Study; Second International Science Study

Ten papers, four general overviews,, and three commentaries delivered at the General Assembly of the International Association for the Evaluation of Educational Achievement (IEA) in 1983 are presented. The papers include: (1) "Why Join IEA?" (J. P. Keeves); (2) "Research and Policymaking in Education: An International Perspective" (T. Husen); and (3) "A Diagnostic Way of Handling the Test-Curriculum Overlap Using Constrained Multidimensional Scaling" (W. de Corte and C. Brusselmans-Dehairs). A general overview by R. W. Phillipps of the Second International Mathematics Study precedes the fourth paper: (4) "Some Results of the Second International Mathematics Study in The Netherlands" (T. J. Eggen et al.). A general overview by A. Purves and S. Takala of the IEA Written Composition study is followed by the fifth paper: (5) "Results and Effects of IEA Written Composition Study in The Netherlands" (H. Wesdorp). A general overview by B. Avalos of the Classroom Environment Study precedes the sixth paper: (6) "Student Activities and Learning Outcomes" (W. Tomic and E. Warries). A general overview by J. P. Keeves of the Second IEA Science Study precedes the seventh paper: (7) "Optimalization of Reporting Results from National Assessment Studies" (W. J. Pelgrum). Concerning the issue of equality in educational opportunity, the following papers were delivered: (8) "Schooling and Equality" (J. S. Coleman); (9) "Phases in Social Structure and Change of Educational Opportunity, A Comment on Coleman's Paper" (J. Dronkers); and (10) "Designing a Policy for Equality of Educational Opportunity, A Comment on Coleman's Paper" (A. Hoogerwerf). Commentaries include the papers delivered by J. Dronkers and A. Hoogerwerf as well as commentaries by R. W. Phillipps, A. Purves, and J. P. Keeves, respectively, on papers on the international mathematics, composition, and science studies. (TJH)

ED 310 129   TM 013 702

van der Linden, Wim J.
Passing Score and Length of a Mastery Test: An Old Problem Appraoched Anew. Twente Educational Report Number 11.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Sep 80
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; *Cutting Scores; Error Patterns; Guessing (Tests); *Latent Trait Theory; *Mastery Tests; Mathematical Models; Testing Problems; *Test Length
IDENTIFIERS- Binomial Error Model; *Decision Theory; Optimization; Parametric Analysis; Sequential Testing

A classical problem in mastery testing is the choice of passing score and test length so that the mastery decisions are optimal. This problem has been addressed several times from a variety of viewpoints. In this paper, the usual indifference zone approach is adopted, with a new criterion for optimizing the passing score. Specifically, manipulation of probabilities of misclassification of masters versus non-masters is not incorporated into the scheme. Rather, explicit parameters are introduced to account for differences in loss between misclassifying a true master and a non-master. It appears that, under the assumption of the binomial error model, this approach yields a linear relationship between the optimal passing score and test length. The means by which different losses for both decision errors and a known base rate can be incorporated in the procedure are outlined, and the means by which a correction for guessing can be applied are described. Results are related to findings obtained in sequential probability ratio testing for binomial populations and in the latent class approach to mastery testing. (TJH)

ED 310 130 TM 013 703

Pardo, Elly; Russell, Joanne Collins

Standardized Tests at the Early Childhood Level: Do They Tell Us the Truth about Children?

PUB DATE- Mar 89
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Children; *Early Childhood Education; *Elementary School Students; Followup Studies; Grade 1; Grade 2; Grouping (Instructional Purposes); High Risk Students; Remedial Reading; *Standardized Tests; *Test Validity; *Writing Evaluation
IDENTIFIERS- *Metropolitan Achievement Tests

A small follow-up study of three male and five female children, who were at risk of school failure and were enrolled in a model developmental Early Learning Center in the Boston (Massachusetts) Public Schools, is described. The focus was on determining whether a standardized achievement measure used to evaluate student academic success/progress accurately reflected the level of mastery attained by the students. Despite their satisfactory performance in reading/language arts and mathematics, most of the students scored below the 40th percentile when tested at the end of the school year on the Metropolitan Achievement Test (MAT6) in reading and mathematics. The students' second-grade teachers were interviewed to determine their assessment of the students' performance vocabulary, word-recognition, reading comprehension, and writing skill areas. The students' journals were rated by independent judges, and the first-grade achievement of follow-up students on the school department's reading/language arts and writing curriculum-referenced tests were compared with their first-grade achievement on the MAT6 reading test. The MAT6 did not articulate well with other measures of the students' first-grade reading/language arts skills or their second grade reading/language arts school performance. The use of a single test score to classify children for special educational services, particularly in the early childhood years, is questioned. Discrepancies have arisen between the format for classroom learning at the early childhood level and the format for measuring learning. Five data tables are included; and interrater reliability coefficients, the student follow-up survey, transcription rules, samples of transcribed texts, and the writing sample evaluation instrument are appended. (TJH)

ED 310 131 TM 013 704

Shiang, Ching-Pyng; McDaniel, Ernest
The Effects of Questioning on Thinking Processes.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Students; Computer Simulation; Higher Education; Investigations; Notetaking; *Questioning Techniques; War
IDENTIFIERS- *Attack on Pearl Harbor Cloud of Mystery; Higher Order Skills; *Thinking Skills

This study investigated the effects of self-generated questions and external questions on thinking processes. Thirty-three college students acted as investigators in a computer simulation of a Congressional investigation into the Pearl Harbor attack. The simulation--known as "The Attack on Pearl Harbor: Cloud of Mystery?"--presented the background of the attack and information based on a 1946 Congressional investigation. At the end of the program, subjects were asked to draw conclusions about who should be blamed for the lack of preparedness on the part of the United States military. Conclusions were scored based on the thinking processes involved, and scores were used as a dependent variable. Subjects received the program under three conditions of questioning: (1) externally-generated high order questions (questions generated by the experimenter that require learners to respond by applying, analyzing, synthesizing, and evaluating the previously presented information); (2) externally-generated low order questions (questions generated by the experimenter that require learners to respond by recalling the information previously presented); and (3) self-generated questions (questions generated by learners in response to the experimenter's prompts). Results indicate that the question conditions were unrelated to the quality of the final explanations. However, notetaking was related to the quality of the final explanations. The non-significant findings for question conditions were interpreted as indicating that questions may elicit performance without the subjects actually interrogating the material. Three data tables are provided. (TJH)

ED 310 132 TM 013 705

Augustin, James W.; And Others

Using the Kit of Factor-Referenced Cognitive Tests: Some Insights and Suggestions.

PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Answer Keys; *Cognitive Tests; *Criterion Referenced Tests; *Factor Structure; Military Personnel; Scoring; Testing Problems; Test Selection; Test Use
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; *Kit of Factor Referenced Cognitive Tests

Forty-six tests from the Kit of Factor-Referenced Cognitive Tests, published by the Educational Testing Service, were used in an investigation of the factor structure of the Armed Services Vocational Aptitude Battery. The overall kit contains 72 fairly short tests that have been developed to serve as markers for 23 factors that appear in the literature on cognitive abilities. Subjects were 6,931 Air Force recruits entering training at the Recruit Training Center at Lackland Air Force Base (Texas). The study was designed in such a manner that approximately 1,610 recruits took each of the 46 factor-referenced tests. The gender proportion of the examinees was consistent with that of the general population of Air Force recruits. Each completed test booklet was scored by three independent judges. Twenty-two tests selected from the Kit were reproduced, administered, and scored in very large numbers without encountering problems and without requiring precautions to avoid problems. Some of the remaining tests warranted minor precautionary actions. Other tests were the focus of administration problems that required testing of additional subjects or modifying scoring procedures and answer keys. Suggestions concerning the use of these tests by others interested in research on cognitive abilities are provided. Two data tables are included. (TJH)

ED 310 133 TM 013 707

Perlman, Carole L.; And Others
How Distracting Are the Distractors? A Comparison of Three Test-Taking Strategies.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Distractors (Tests); *Elementary School Students; Grade 4; Intermediate Grades; *Multiple Choice Tests; Reading Comprehension; *Reading Tests; *Standardized Tests; Test Coaching; *Test Wiseness; Urban Schools

The various commercially available materials used to teach students test-taking skills offer contradictory advice on the issue of whether reading passages on standardized tests should be read before or after the corresponding test items. This study examined the effects on reading comprehension scores of training 606 urban fourth graders to use one of the following test-taking strategies: (1) read the questions and answer choices before reading the associated passage; (2) read only the questions before reading the passage; and (3) read the passage before reading the questions. Each student was given two 45-minute training sessions and one homework assignment in test-taking strategies. No significant treatment effects were found, although it appeared that while reading the questions (and possibly the answers) first can be beneficial to low achievers; the same does not appear to be the case for students who are more proficient readers. For the latter group, the lowest average gains were observed in the group that was asked to read the questions and answers before reading the associated passage. Seven data tables and two graphs are provided. (Author/TJH)

Perlman, Carole L.; And Others
The IGAP and the ITBS: A Comparative Study.
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; Elementary Education; *Elementary School Students; Generalization; Grade 3; Grade 6; Grade 8; Grade Equivalent Scores; Inferences; Intermediate Grades; Minimum Competency Testing; *Predictive Validity; Reading Comprehension; Reading Strategies; *Reading Tests; *Standardized Tests

IDENTIFIERS- *Illinois Goal Assessment Program; *Iowa Tests of Basic Skills

This study was designed to examine the extent to which Illinois Goal Assessment Program (IGAP) constructing meaning scores correlate with Iowa Tests of Basic Skills (ITBS) reading scores and with performance on ITBS items dealing with literal meaning, inferences, and generalizations. In addition, this study assessed the ability of the IGAP reading strategies scores to differentially predict performance on the IGAP and the ITBS. Data used in the study were obtained during the spring 1988 administrations of the IGAP and the ITBS Form 7 reading comprehension test in the Chicago (Illinois) Public Schools (elementary school level). Since IGAP data for individual students were not available, it was necessary to conduct analyses of school-level IGAP means, ITBS median grade equivalents, and mean number correct items for each of the three ITBS skill areas. Data were analyzed separately for grades 3, 6, and 8; and sample sizes ranged from 423 to 446. Correlations between ITBS and IGAP constructing mean scores were uniformly quite high. It appears that the tests seem to be measuring much the same thing, at least at the school level. Although the emphases of the IGAP were described as being somewhat different than those of more traditional tests, equally high correlations were observed between IGAP constructing meaning and the literal comprehension part of the ITBS and between the IGAP and inferential comprehension items. Four data tables are included. (Author/TJH)

ED 310 135 TM 013 709

Carr, Sonya C.
Effects of Different Data Collection Strategies on Q-Technique Factor Analytic Results.
PUB DATE- Mar 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; College Faculty; *Data Collection; *Factor Analysis; Higher Education; Psychometrics; Research Methodology; Special Education; Teacher Attitudes
IDENTIFIERS- *Mediated Ranking Technique; *Q Statistic

This paper briefly explains the possible two-mode techniques of factor analysis and discusses in more detail one two-mode technique, the Q-technique, which may be useful when the researcher is interested in obtaining information about "types" of individuals with regard to certain variables. A concrete heuristic example is used to illustrate Q-technique factor analysis. In this example, the effects of various data-collection strategies on Q-technique factor analytic results are investigated. Nine faculty members of a special education department of a large, urban university responded to 69 statements taken from an attitudes toward disabilities scale. Data were collected three times using different strategies: conventional Q-sort; mediated-ranking; and an unmarked graphic scale. The three data sets were then factor analyzed to determine the clusters or factors of subjects across the variable replicants. Principal components analysis was used to extract factors and the factors were rotated using the varimax procedure. The use of factor scores to facilitate interpretation of person factors is also illustrated. It is concluded that there are times when it is important to be concerned with clusters of people, rather than clusters of variables, and data-collection strategies should be used that facilitate meaningful interpretation. In such a case, the mediated-ranking strategy may be preferable to other data-collection strategies. Twelve data tables and four figures are provided. (Author/TJH)

ED 310 136 TM 013 710

Rocklin, Thomas
Individual Differences in Item Selection in Computerized Self Adapted Testing.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Attribution Theory; College Students; *Computer Assisted Testing; *Difficulty Level; Failure; Higher Education; *Individual Differences; Success; Test Anxiety; Test Items; *Test Wiseness
IDENTIFIERS- *Preference Patterns; *Self Adapted Testing; Test Anxiety Inventory (Spielberger)

In self-adapted testing, examinees are allowed to choose the difficulty of each item to be presented immediately before attempting it. Previous research has demonstrated that self-adapted testing leads to better performance than do fixed-order tests and is preferred by examinees. The present study examined the strategies that 29 college students used in selecting items during a self-adapted test. After completing the Test Anxiety Inventory, subjects took the self-adapted test. The test contained 40 items sorted into 8 categories of difficulty based on Rasch model estimates. Three test-taking strategies were identified. Most subjects adopted a flexible strategy in which they generally selected easier items following failure and harder items following success. Some subjects adopted a "failure intolerant" strategy in which they generally selected easier items following failure and items of the same difficulty after success. Finally, some subjects adopted a "failure tolerant" strategy in which they chose items of the same difficulty level after failure, but harder items after success. The failure-tolerant strategy was associated with lower estimated ability than were the other two strategies. This finding may reflect the attributions examinees adopting that strategy make and the effort they expend following failures. The results provide general support for the value of continued development of self-adapted testing. (Author/TJH)

ED 310 137 TM 013 715

Hambleton, Ronald K.
Item Response Theory: Introduction and Bibliography. Research Report No. 196.
Massachusetts Univ., Amherst. Laboratory of Psychometric and Evaluative Research.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - General (140)
DESCRIPTORS- Adaptive Testing; Computer Assisted Testing; Computer Software; Equated Scores; Estimation (Mathematics); Goodness of Fit; Item Banks; *Latent Trait Theory; Models; Scaling; Test Bias; Test Construction
IDENTIFIERS- Parametric Analysis; Robustness

A brief overview of item response theory is provided, and a 186-item bibliography of books and articles on the subject dating from 1953 to June 1989 is presented. The overview includes a definition of the theory, a discussion of its development and application, and comparisons with classical test theory. All publications in the bibliography were issued in the United States. The bibliography is organized into 13 categories, as follows: general articles/texts, models, parameter estimation, model fit, scales, robustness studies, test development studies, adaptive testing studies, item banking studies, equating studies, item bias studies, miscellaneous applications, and computer programs. (TJH)

ED 310 138 TM 013 719

Sawyer, Richard

Validating the Use of Standardized Test Scores for Remedial Course Placement in College.

PUB DATE- Mar 89
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; College Freshmen; Decision Making; Grade Prediction; Grades (Scholastic); Higher Education; *Remedial Instruction; *Scores; *Standardized Tests; *Student Placement; *Test Validity
IDENTIFIERS- ACT Assessment; *Placement Tests

This paper considers the problem of validating placement procedures or, more precisely, of determining their educational appropriateness. At issue is determining whether a test score serves the particular educational function it was designed to serve (for example, course placement), and whether it does so in an economical way. These determinations are made using an extension of the decision theory methods developed by L. J. Cronbach and G. C. Gleser (1965) and by N. S. Petersen and M. R. Novick (1976) in the context of recent ideas about validation. Methodological issues in quantifying system effectiveness are then examined and illustrated. The discussion covers types of placement selection rules, validating such rules, the plausibility of assumptions underlying M. Kane's (1987) validation paradigm associated with the use of entrance examination scores (American College Test) combined with high school grades, selection rules based on grade predictions, a decision model for validating placement rules, and determination of the effectiveness of remediation. An example is provided that is based on the American College Test scores, self-reported high school grades, and freshmen English course grades of students at a public university (N=5,609). Five tables and two figures are included. (TJH)

ED 310 139 TM 013 722

van der Linden, Wim J.
A Latent Trait Method for Determining Inconsistencies in the Use of the Angoff and Nedelsky Techniques of Standard Setting. Twente Educational Report Number 12.
Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- May 81
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Error of Measurement; Evaluators; Foreign Countries; *Latent Trait Theory; Mathematical Models; Probability; *Specifications
IDENTIFIERS- Angoff Methods; *Misspecification; Nedelsky Method; *Standard Setting

It has often been argued that all techniques of standard setting are arbitrary and likely to yield different results for different techniques or persons. This paper deals with a related but hitherto ignored aspect of standard setting, namely, the possibility that Angoff or Nedelsky judges misspecify the probabilities of the borderline student's success on the items because they do not use the psychometric properties of the items consistently. A latent trait method is proposed to estimate such misspecifications, and an index of consistency is defined that can be used for deciding whether standards are set consistently enough for use in practice. Results from an empirical study are presented to illustrate the use of the method in a typical educational situation. The results indicate that serious errors of specification can be expected and that, on the whole, these will be considerably larger for the Nedelsky than for the Angoff technique. (Four data tables are provided.) (Author)

ED 310 140 TM 013 723

van der Linden, Wim J.
The Use of Moment Estimators for Mixtures of Two Binomials with One Known Success Parameter. Twente Educational Report Number 10.
Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- Nov 80
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Equations (Mathematics); *Error of Measurement; *Estimation (Mathematics); Foreign Countries; *Guessing (Tests); *Mastery Tests; Mathematical Models; Monte Carlo Methods
IDENTIFIERS- *Moment Estimators; Parametric Analysis

Occasionally, situations arise where mixtures of two binomials with one known success parameter are met. An example in educational testing is the mastery or random guessing model in which an examinee is supposed either to master the items or not to master them and to guess blindly. This paper gives moment estimators for such mixtures and presents results from a Monte Carlo investigation into their statistical properties. The results suggest excellent estimators that can safely be used in most instances. It also indicates how the properties of these estimators relate to those of moment estimators for the case in which both success parameters are unknown. Finally, it is pointed out that in situations in which errors in specifying the true value of the known parameter may occur, it might be prudent to consider this parameter as unknown and to estimate accordingly. (Four data tables are included.) (Author)

ED 310 141 TM 013 724

Plomp, Tjeerd; van der Meer, Adri
A Method for a Retrospective Analysis of Course Objectives: Have Pursued Objectives in Fact Been Attained? Twente Educational Report Number 7.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Feb 79
NOTE- 41p.; Paper presented at the Conference of the European Association for Research and Development of Higher Education (3rd, Klagenfurt, Austria, January 1979).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *College Freshmen; College Mathematics; *Course Evaluation; *Educational Objectives; Engineering Education; *Evaluation Methods; Foreign Countries; Higher Education; *Instructional Effectiveness; Outcomes of Education
IDENTIFIERS- *Retrospective Analysis

A method pertaining to the identification and analysis of course objectives is discussed. A framework is developed by which post facto objectives can be determined and students' attainment of the objectives can be assessed. The method can also be used for examining the quality of instruction. Using this method, it is possible to determine mathematics course objectives and the attainment of these objectives by the group of students who passed the course. Subjects of the study were 816 first-year engineering students, enrolled in a university program during the 1970-1973 period. The students were administered quarterly open-question examinations during the first three quarters of each year. The retrospective analysis data were collected in 1976. The exploratory character of this research suggests that conclusions from the data must be considered merely as illustrations of the type of questions that can be analyzed within the proposed framework. (TJH)

ED 310 142 TM 013 725

Tomic, W.

The Concept of Instructional Cues. Twente Educational Memorandum Number 24.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Nov 80
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cues; Learning Processes; Transfer of Training
IDENTIFIERS- *Instructional Theory

This paper addresses instructional cues and begins with an attempt to determine the position of cues and to place them in a theoretical context. This is done by using a theory of school learning developed by B. S. Bloom (1976). Next, an attempt is made to define the concept of cues. Cues are a part of the quality of instruction or the quality of teaching, including both information to be imparted and directions for providing for adequate absorption and processing of the information included in the material to be learned. It appears that the events of instruction, as outlined by R. M. Gagne, conform to both the requirements of the definition and can be conceived of as being instructional cues. These events include gaining attention, informing the learner of the objective, stimulating recall of prerequisite learning, presenting the stimulus material, providing learning guidance, eliciting the performance, providing feedback about performance correctness, assessing the performance, and enhancing retention and transfer. A brief description of particular cues and a brief review of some research findings in this field are presented. (TJH)

ED 310 143 TM 013 726

de Bruyn, I.; Tomic, W.
Problems in Constructing an Observation Instrument for Instructional Cues: A Pilot Study. Twente Educational Memorandum No. 20.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Jun 80

NOTE- 29p.; Paper prepared for presentation at the IEA/CES Meeting (Hamburg, West Germany, June 1980).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; *Classroom Observation Techniques; *Cues; Elementary Secondary Education; Foreign Countries; *Instruction; Learning Processes; Mathematics Instruction; Pilot Projects; Problem Solving; *Research Problems; *Test Construction

This study dealt with the construction of an observation instrument for instructional cues. Cues are defined as a complex of instructions, methods, and conditions by which students both learn the material and learn to apply the material. As part of the "Classroom Environment Study: Teaching for Learning," the pilot study began a review of the relevant literature to aid in the development of a list of cues, which were placed into a category system. A tentative list was assessed by observers watching audiotaped micro-teaching situations and mathematics and physics lessons. Some problems were resolved by adding items; others required better operationalization of cues. Remaining problems with the observational instrument will require: (1) establishing an instrument for which the description of the categories and the choice of items are based on the agreement of a larger sample of judges; (2) establishing an instrument that can be used in a variety of classroom situations and for a variety of instructional methods; (3) gaining information about what instructions and practices should be contained in an observers' manual; and (4) making the observation suitable for construction of better scales for the variables. If possible, interval scales should be developed. A list of cues, descriptions of the classification categories, and the instrument are appended. (TJH)

ED 310 144 TM 013 727

van der Linden, Wim J.

Simple Estimators for the Simple Latent Class Mastery Testing Model. Twente Educational Memorandum No. 19.

Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE- Jun 80
NOTE- 25p.; Paper presented at the International Symposium on Educational Testing (4th, Antwerp, Belgium, June 24-27, 1980).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cutting Scores; Error Patterns; *Estimation (Mathematics); Foreign Countries; Guessing (Tests); *Latent Trait Theory; *Mastery Tests; Maximum Likelihood Statistics; Models; Probability
IDENTIFIERS- Iterative Methods; Moment Estimators; Parametric Analysis

Latent class models for mastery testing differ from continuum models in that they do not postulate a latent mastery continuum but conceive mastery and non-mastery as two latent classes, each characterized by different probabilities of success. Several researchers use a simple latent class model that is basically a simultaneous application of the binomial error model to both mastery classes. W. A. Reulecke (1977) presents a version of this model that assumes that non-masters guess blindly, with a probability of success equal to the reciprocal of the number of alternatives. Assuming a loss ratio, these models enable the derivation of an optimal cutting score for separating masters from non-masters. To compute this cutting score, the model parameters must be estimated. J. A. Emrick and F. N. Adams (1969) suggest a method that is based on the average inter-item correlation but which, due to its assumptions, is only of restricted applicability. The sample applies to the maximum likelihood method in as much as this involves estimation equations that can be solved iteratively. In this paper, the method of moments is used to obtain "quick and easy" estimates. An endpoint that assumes that the parameters can simply be estimated from the tails of the sample distribution is discussed. A Monte Carlo experiment demonstrates that the method of moments yields excellent estimators and beats the endpoint method uniformly. Five data tables are included. (Author/TJH)

ED 310 145 TM 013 728

Eason, Sandra H.; Thompson, Bruce

The Effect of Persuasion on the Utilization of Program Evaluation Information: A Preliminary Study.

PUB DATE- Jan 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Cognitive Ability; Cognitive Processes; Credibility; *Evaluation Utilization; Evaluators; Graduate Students; Higher Education; *Information Utilization; Likert Scales; Motivation; *Persuasive Discourse; *Program Evaluation
IDENTIFIERS- Elaboration Likelihood Model; *Evaluation Reports

The utilization of program evaluation may be made more effective by means of the application of contemporary persuasion theory. The Elaboration Likelihood Model--a model of cognitive processing, ability, and motivation--was used in this study to test the persuasive effects of source credibility and involvement on message acceptance of evaluation reports. The study used a two-by-two design to investigate the effects of the two independent variables of ascribed credibility and participant issue involvement. Subjects were 63 graduate students in four education classes. A simulated report describing a 5-year pilot study of a career options program supposedly implemented in seven school districts in a southern state was reviewed by the subjects. A cover letter contained the experimental manipulation, incorporating the variables of source credibility and issue involvement. An 11-point Likert scale was used to assess the effectiveness of the manipulation of source credibility and issue involvement. Results indicate that the credibility of an evaluator is an important aspect that educators attend to when reading evaluation reports. The study provided preliminary analysis for judging the psychometric soundness of items used in a subsequent investigation utilizing high-level administrators and certified program evaluators as subjects. A 34-item list of references is included. (TJH)

ED 310 146 TM 013 730

Sutton, James H.

Evaluation: A Primer for Teachers.

PUB DATE- 89
NOTE- 28p.; Paper draws heavily on the National Education Association's "School Personnel Evaluation Manual."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Collegiality; *Educational Assessment; Educational Change; Elementary Secondary Education; *Evaluation Methods; *Formative Evaluation; Personnel Evaluation; Self Evaluation (Groups); *Summative Evaluation; Teacher Evaluation; Teacher Improvement; Teacher Rights; *Teacher Role
IDENTIFIERS- External Evaluation; Iowa

As schools move from corporate to collegial forms of organization, it will become necessary to adapt evaluation systems to collegial environments. This paper outlines a system that utilizes features of professional self-regulation from higher education while maintaining dispute resolution mechanisms from the public sector. Features of the system are: (1) definition of summative evaluation as "potentially punitive" and formative evaluation as "non-punitive" and related to normal career development; (2) separation of formative and summative evaluation into distinct (non-overlapping) mechanisms; (3) confidentiality of formative evaluation data; (4) involvement of teachers in formative, but not summative, evaluation; (5) use of outside evaluation teams in cases of alleged deficiency of tenured teachers; (6) review by outside evaluators who include teachers; (7) recognizing evaluation as one element in a comprehensive effort to transform schools into collegial environments; and (8) delegation of the responsibility for initiating summative evaluation to central administration and formative evaluation to principals. Recommendations for adapting the approach to educational reform legislation in Iowa and to Iowa's collective bargaining law are included. A sample procedure is given for evaluation in a self-regulated school. Also included is an enumeration of the professional rights of teachers, characteristics of an unfair evaluation; and the linking of group evaluation to achievement of group goals for purposes of performance-based compensation. (SLD)

ED 310 147   TM 013 732

Levin, James A.; And Others
Reflexibility in Problem Solving: The Social Context of Expertise. Report No. 13.
California Univ., San Diego. Center for Human Information Processing.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Conference of the Cognitive Science Society (8th, Amherst, MA, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Conceptual Tempo; *Discovery Learning; Interaction Process Analysis; *Problem Solving
IDENTIFIERS- Blocks; *Cognitive Flexibility; Expertise; *Reflective Thinking

A series of studies conducted to identify the factors that block and unblock problem solving is described. Through the construction of an isomorph of the classic "water jar" problems developed by A. S. Luchins (1942) as a dynamic graphic micro-world, several factors involved in producing blocked states were identified. Subjects included 10 individuals and 10 pairs of subjects. By comparing the behavior of individuals tackling the "missionaries and cannibals" problem to that of pairs of subjects solving this problem, a study identified means by which problem solvers operating in a social context are able to overcome blocks that discourage individuals. These studies point to the importance of "reflection" (evaluation of problem-solving results) for flexible problem solving. This research suggests that teaching students to analyze what they have done will help them develop flexibility in using a new approach when blocked. The results may also account for the difficulty in showing learning in "discovery learning" uses of computers, such as the use of LOGO, since such uses often do not encourage students to reflect on the outcome of their problem solving. (TJH)

ED 310 148 TM 013 734

McDaniel, Ernest; Thompson, Tamra
The Holocaust--A Prototype Exercise to Measuring Thinking.
PUB DATE- Jun 89
NOTE- 26p.; Paper presented at the National Conference on Thinking (5th, Cincinnati, OH, June 13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; European History; *Questioning Techniques; Scoring; Secondary Education; *Secondary School Students; Test Validity; *Videotape Recordings
IDENTIFIERS- *Holocaust; Thinking Skills

"The Holocaust" is an exercise designed to measure thinking processes of students in grades 8 through 12. It consists of a 14-minute videotape and a four-page handout describing the destruction of the European Jews. The exercise is based on an approach to measuring thinking suggested by the work of E. A. Peel (1971). Peel maintains that the best means of observing a person's thinking ability is to ask him or her to explain a situation. To select topics for the interpretive exercises, 182 eighth graders were asked to indicate their interest in 31 topics typically covered during a history course. Both the videotape and the handout provide students with information that can be used in developing a relatively complex view of the Holocaust. Students are assessed based upon written responses to five questions that are scored on a cognitive complexity continuum based on a detailed scoring rationale. At the lower end of the continuum are "either/or" responses that provide no supporting facts, while at the upper end are responses that consider various possibilities and relate these to causal conditions. Data on "The Holocaust," plus results of the Checklist of Learning Behaviors, a Task Involvement questionnaire, and

a sentence completion task, were collected from 153 eighth graders. Although the data are encouraging, they do not offer strong evidence of the validity of "The Holocaust." The questions, with scoring criteria, are appended. (TJH)

ED 310 149 TM 013 738

Bunch, Michael B.; Littlefair, Wendy

Total Score Reliability in Large-Scale Writing Assessment.

PUB DATE- Jun 88
NOTE- 18p.; Paper presented at the Conference of the Education Commission of the States/Colorado Department of Education Assessment (Boulder, CO, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; *Essay Tests; *Generalizability Theory; Interrater Reliability; Reader Response; Sample Size; *Scores; Secondary Education; Standardized Tests; *Test Reliability; *Writing Evaluation
IDENTIFIERS- *Domain Referenced Tests; GENOVA (Computer Program)

A total of 2,000 essays written by 1,000 students was submitted to generalizability analyses for domain-referenced tests. Each student had written one essay on each of two prompts representing two models of discourse. Each essay was read by six readers and judged on a scale of from 1 to 4. No reader read essays from both prompts. Reader agreement rates and interrater reliability coefficients were computed. Extensive analyses were conducted using GENOVA, a generalizability analysis program. Special consideration was given to the universes of generalizability for readers and prompts. One set of artificially unreliable scores was introduced to increase variance due to readers and the reader-times-essay interaction and, thus, lower reliability. Results indicate that the score reliability of essay tests is multifaceted and can be estimated in a variety of ways depending on the purpose of the assessment and the intended use of results. When pass-fail decisions or determinations of absolute skill levels are to be made, indices that take into account the cut point or points are needed. Seven data tables and two graphs are provided. (TJH)

ED 310 150 TM 013 742

Wesche, Lilburn E.; And Others
A Study of the MAT & GRE as Predictors in Success in M.Ed. Programs.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; *Education Majors; *Grade Point Average; *Graduate Students; Higher Education; *Predictive Validity; Predictor Variables; Teacher Education
IDENTIFIERS- *Graduate Record Examinations; *Miller Analogies Test

In 1986, Seattle (Washington) Pacific University (SPU) chose to research the relationship of students' entering grade point average (EGPA) and scores on the Miller Analogies Test (MAT) and Graduate Record Examinations (GRE) to students' GPA achieved while attending SPU's graduate school (GGPA). Subjects were 350 students admitted from 1973 through 1985 to SPU, who were studying for their Masters degrees (61 took the GRE, and 289 took the MAT). Data were subject to several tests, including correlation and multiple regression analysis. Results indicated that both the GRE and EGPA are slightly better predictors of student success than the MAT. (TJH)

Forster, Fred; Karr, Chad

Things Mother Never Told You about Fit Statistics.

PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Goodness of Fit; Grade 8; *Latent Trait Theory; *Sample Size
IDENTIFIERS- *F Test; *Outliers

It is postulated that mean square fit statistics do not adequately evaluate the quality of test items adequately. The fit statistics arise from the desire to have statistical (computerized) procedures to assess item quality transcending the group on which they are computed. It appears that none of the current formulations meet these criteria. The limitations of current fit statistics are demonstrated. Problems identified are related to sample size and to "outliers." It is proposed that psychometricians use the plot of the item characteristic curve in place of fit statistics. Random samples of 300 high achievers, 300 low achievers, and 300 sample students were drawn from the test results of 5,000 eighth graders, who took a 65-item statewide mathematics test, in order to demonstrate the "f" coefficient--a new correlation type coefficient. It is concluded that the "f" coefficient may prove useful in analyzing item characteristic curves and assessing item quality, but is not consistent across samples or for problem items. (TJH)

ED 310 152 TM 013 749

Schmitt, Dorren Rafael
Two Approaches to Bootstrap Estimation in Canonical Analysis.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Estimation (Mathematics); *Generalizability Theory; *Multivariate Analysis; Research Methodology; *Statistical Significance
IDENTIFIERS- *Bootstrap Methods; Correlation Matrices; Invariance Principle

Generalizability or invariance procedures have been known for over three decades. Through the years, these procedures have not been widely discussed or employed. One reason for the lack of use is that most of the articles on invariance procedures have been mathematically oriented. The mathematical orientation of research articles and the lack of mathematical background on the part of educational researchers have inhibited the use of generalizability procedures. An increasing number of researchers is recognizing that significance testing does not inform the researcher regarding the replicability of results and are turning to cross-validation, jackknife, and bootstrap methods as part of their analyses. Bootstrap methods seem particularly useful. This paper presents two approaches to bootstrapping in the canonical case. The first method employs bootstrap estimates of the correlation matrix from which conventional canonical functions are then derived; these correlations can be computed using software such as that provided by C. E. Lunneborg (1987). The second approach employs bootstrap estimates of the canonical correlation coefficients; these coefficients are squared and the two extreme coefficients become the upper and lower bounds for the actual canonical coefficient. The data set used was composed of 21 college students who volunteered to take the Nelson Denny Reading Test. A 33-item list of references and seven data tables are included. (Author/TJH)

ED 310 153 TM 013 751

Schmitt, Dorren Rafael

Estimating the Generalizability of Multivariate Results.

PUB DATE- Jan 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discriminant Analysis; Educational Research; *Estimation (Mathematics); *Factor Analysis; *Generalizability Theory; *Multivariate Analysis; *Sample Size
IDENTIFIERS- Bootstrap Methods; Cross Validation; Invariance Principle; Jackknifing Technique; Univariate Analysis

Generalizability or invariance procedures have been known for over three decades. Through the years, these procedures have not been widely discussed or employed. One reason for the lack of use is that most of the articles on invariance procedures have been mathematically oriented. The mathematical orientation of research articles and the lack of mathematical background on the part of educational researchers have inhibited the use of generalizability procedures. Generalizability procedures are important in educational research due to the frequency of researchers' use of small sample sizes. Problems associated with small samples are compounded by the frequent use of statistical techniques that capitalize on chance and the greater popularity of multivariate techniques. This paper briefly discusses the history of three invariance procedures: (1) cross-validation; (2) jackknifing; and (3) bootstrapping. A discussion of how to use each procedure and an example of each procedure are presented. Three multivariate techniques--canonical correlation, discriminant analysis, and factor analysis--are used for the examples. These same procedures could also be employed with univariate statistics. A 33-item list of references and 13 data tables are included. The computer program used is appended. (Author/TJH)

ED 310 154 TM 013 756

King, F. J.; And Others
Evaluation of the ASVAB Career Development Program. Final Report.
Florida State Dept. of Education, Tallahassee.
PUB DATE- Jun 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aptitude Tests; Career Choice; Career Counseling; *Career Development; *Cognitive Ability; Grade 10; Grade 11; Grade 12; High Schools; *High School Students; *Program Evaluation; *Self Evaluation (Individuals); Sex Differences; *Vocational Evaluation
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Career Exploration Program; Florida

This study was designed to determine the accuracy with which high school students estimate their cognitive abilities as measured by the Armed Services Vocational Aptitude Battery (ASVAB). In addition, the study was designed to determine whether participation in vocational counseling activities through the ASVAB program or through Florida CHOICES/View is related to scores on a measure of career development. Subjects were 1,105 10th-, 11th-, and 12th-graders from 10 high schools in Florida. They were participants in a larger study involving 9,000 students. Major instruments used included the ASVAB and the Career Development Inventory (CDI). The CDI contains a slightly revised 52-item version of the Career Exploration Survey and other items dealing with students' career intentions and activities. The CDI was administered in the fall of 1986 and in the late spring of 1987. The ASVAB was administered between the two CDI administrations. Results indicate that: (1) students are not good estimators of their abilities; (2) males and females have different estimation patterns, with females showing more variability in inaccurate estimation; (3) accuracy of estimation is not related to ability level; and (4) underestimation of ability could impede proper career development choices. Twenty-three data tables are included, and sample first- and second-order factor scales of the Career Exploration Inventory (CEI) are appended. (TJH)

ED 310 155   TM 013 769

van der Linden, Wim J.
On the Estimation of the Proportion of Masters in Criterion-Referenced Testing. Twente Educational Memorandum No. 27.
Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- Apr 81
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Criterion Referenced Tests; *Estimation (Mathematics); Foreign Countries; *Latent Trait Theory; *Mastery Tests; Mathematical Models; *Maximum Likelihood Statistics; Monte Carlo Methods

J. A. Emrick's (1971) model is a latent class model of mastery testing that can be used to estimate the proportion of masters in a given population. A. Hamerle (1980), in a recent paper on this model, has proposed an estimator for the proportion of masters that is claimed to constitute a maximum likelihood approach. It is indicated that Hamerle is not quite correct in his presentation of Emrick's model and that his estimator is not maximum likelihood. An estimator is provided using the method of moments; this estimator appears to have the same shape as Hamerle's estimator, but should be interpreted differently since it is derived under the correct version of Emrick's model. An attractive property of the method of moments is that it also yields simple estimators for the present model if the two success parameters are unknown. It appears that these estimators can be used for tests consisting of three or more items. Results of extensive Monte Carlo studies indicate that the estimators possess excellent statistical properties. (Author/TJH)

ED 310 156 TM 013 772

Planning Papers for the National Longitudinal Study of Chapter 1.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- May 89
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Educational Planning; Elementary Secondary Education; *Longitudinal Studies; Long Range Planning; *National Programs; *Program Evaluation; *Research Design; Research Methodology
IDENTIFIERS- *Elementary Secondary Education Act Title I

The Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) require the U.S. Department of Education to conduct a national longitudinal study of Chapter 1 of the Elementary Secondary Education Act (ESEA). The department commissioned the selection of experts qualified to provide design suggestions and advice for the national longitudinal study and related activities. This collection of 12 planning papers was developed in association with the longitudinal evaluation of the compensatory education program mandated by the ESEA, and the papers represent the experts' reviews of their planning briefings. The papers include: (1) "Synthesis of Planning Papers" (Elizabeth R. Reisner); (2) "Designing a Chapter 1 Study: Implications from Research on Preschool Education" (Steve Barnett); (3) "Adjoining Randomized Experiments to Longitudinal Surveys in Chapter I Evaluation: Satellite Policy" (Robert F. Boruch); (4) "Use of Comparison Groups in the Evaluation of Chapter 1" (Edward C. Bryant); (5) "Design Proposals for Study of Chapter 1 Programs and Their Effects" (James S. Coleman); (6) Design for a National Longitudinal Study of Chapter 1" (William W. Cooley); (7) "Issues in Designing a National Study of Compensatory Education" (Gary Echternacht); (8) "A Discussion of Some Statistical Sampling Issues Related to the Proposed Chapter 1 Longitudinal Study" (Martin R. Frankel); (9) "Issues in Longitudinal Analyses of Chapter 1 Data" (Joy A. Frechtling); (10) "Longitudinal Analysis of Student Achievement Data: Issues for Chapter 1 Evaluation" (David Rogosa); (11) "The National Longitudinal Study of Chapter 1: Design Considerations in Promoting Study Usefulness to Practitioners" (Robert E. Slavin); and (12) "Thoughts on the Chapter I Longitudinal Evaluation Design" (Marshall Smith). (TJH)

ED 310 157 TM 013 773

Higgins, Raymond E.
Approaches to Evaluation in Art Education at the State Level.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Curriculum Development; Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Outcomes of Education; *Program Evaluation; Standardized Tests; State Legislation; State Programs; *Statewide Planning
IDENTIFIERS- Minnesota State Department of Education

This study reviewed the context of and activities involved in state-level evaluation of elementary/secondary art education in Minnesota. Four main areas reviewed include: (1) legislation impacting all state-level assessment decisions; (2) curriculum development initiatives as they relate to assessment; (3) a specific state-level assessment project; and (4) the status of the statewide assessment program. State legislation upon which art education evaluations are based is referred to as the "PER Law", which stands for Planning, Evaluating, and Reporting. The law requires the Minnesota Department of Education to identify essential learner outcomes that must be incorporated into each district's educational plan; the result is a degree of curriculum standardization. Additional statewide standardization is provided by standardized testing, currently implemented via a multiple-choice, paper-and-pencil format. Other possible sources of information about student skill and knowledge, such as interactive video techniques, self-reports of students, observational techniques, and reflective interviews, are under consideration. (TJH)

ED 310 158 TM 013 774

Moilanen, Carolyn
Project READ in the Portland Public Schools: 1987-88 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Apr 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Audiolingual Skills; Elementary Education; *Elementary School Students; Junior High School Students; *Language Arts; Learning Disabilities; Low Achievement; Multisensory Learning; Nontraditional Education; Phonics; *Program Evaluation; Reading Comprehension; *Remedial Reading; Writing Evaluation
IDENTIFIERS- Evaluation Reports; *Portland School District OR; *Project READ

Project READ, an alternative language arts program for low-performing elementary students (grades 1 through 8), has been underway for 2 years in the Portland (Oregon) Public Schools. Targeted students include those identified as learning disabled and those who have auditory and/or visual memory problems. This report describes the second-year (1987-88) implementation of Project READ. The curriculum, which emphasizes phonics, comprehension, and written expression, is delivered through direct instruction strategies with a focus on multi-sensory activity learning. Teachers receive inservice training in the instructional strategies through weekly classroom demonstrations. A total of 1,279 students were identified for participation in Project READ in 1987-88 (including 524 students in grades 3 through 5, and 294 students in grades 6 through 8). Third through eighth-grade student achievement growth was measured by fall and spring scores on the Portland Achievement Levels Tests in reading and language usage. Results indicate gains were made in both reading and language usage at grade 5, and language usage gains were also educationally important for grades 7 and 8. There were no important differences in achievement growth for students who were in the project for 2 years; both first- and second-year Project READ students made gains in reading and language usage that were comparable to the mean grade-level gains of the district as a whole. Teacher survey data were also positive. Nine tables and one graph are included. An overview of Project READ; and the Project READ Observation Checklist, Concerns Questionnaire, and

Accuracy/Mastery Test are appended. (TJH)

ED 310 159   TM 013 775

Yagi, Kan
Outcomes Achieved by Private Alternative Schools September 1987 to December 1988 in the Portland Public Schools.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- May 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Alcohol Abuse; Drug Rehabilitation; Educational Improvement; *Educational Innovation; Educational Objectives; Elementary School Students; Elementary Secondary Education; *High Risk Students; High School Students; *Nontraditional Education; *Outcomes of Education; *Private Schools; *Program Evaluation; Program Improvement
IDENTIFIERS- *Portland School District OR

The outcomes for the 1987-88 school year achieved by eight private alternative schools that have contracted with the Portland (Oregon) Public Schools (PPS) to provide educational services to students are reported. The schools are: (1) Albina Youth Opportunity School (AYOS); (2) AYOS-Genesis; (3) DePaul Center Youth Treatment Services; (4) Lents Education Center (LEC); (5) Morrison Center Adolescent Drug and Alcohol Treatment Program; (6) Open Meadow Learning Center (OMLC); (7) Portland Opportunities Industrialization Center (POIC); and (8) Quest Alternative School (QAS). AYOS, LEC, OMLC, and POIC have contracted continuously with the PPS for 5 years or more. The curricula and other arrangements of these schools are much like those of regular high schools, with highly individualized class work. The QAS--a more recent contractor--is much like the preceding schools. DePaul and Morrison provide drug and alcohol treatment, with education an integral component. AYOS-Genesis serves students who are under court order to attend. About 200 students received services from the eight schools at any given time, with about 600 served in the school year. Stays of longer durations in these schools were associated with better outcomes. A report on each school includes its philosophy, educational program and resources, and student population. The diversity of these programs illustrates the difficulties in defining standards to measure the effectiveness of these schools. Recommendations are made individually for improvement of each program. (SLD)

ED 310 160 TM 013 819

Dancer, L. Suzanne
Two-Dimensional Scalogram Analysis: Analyzing the Scalability of Attitudes toward Abortion.
PUB DATE- Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abortions; Adults; *Attitude Measures; Computer Software; Factor Analysis; Multidimensional Scaling; National Surveys; Predictor Variables; *Psychometrics; Rating Scales
IDENTIFIERS- Guttman Scales; Ordinal Scales; Response Patterns; *Scalogram Analysis

The usefulness of L. Guttman's partial order scalogram analysis is investigated in this study of the structure of a set of items that measure attitudes toward legal abortion. These items, drawn from the National Opinion Research Center's "General Social Survey," have been the focus of considerable applied research investigating predictors of attitudes toward abortion. The data constitute a probability sample of non-institutionalized adults in the contiguous United States. The abortion item includes seven possible situations for which the respondent is to choose whether or not an abortion should be legal. Since the survey items bear some of the characteristics of a perfect scale, they are also useful in demonstrating applications of theoretical research aimed at extending Guttman's model to include response patterns not defined by the original scalogram model. Prior to describing the experimental methodology, three models developed to incorporate non-scale response patterns into the scalogram model are summarized as a contrasting background for the Guttman approach. For each of the 7 years of data analyzed in the study proper, a two-dimensional POSAC-I (Partial Order Scalogram Analysis with Base Coordinates) space fit the data quite well, indicating that the responses of those surveyed do not support the hypothesis of a single order among attitudes toward reasons for legalized abortions. Using this ordinal factor analysis it was possible to determine the structure of the abortion scale items. One table, one figure, and 26 computer-generated scalograms are provided. (TJH)

ED 310 161 TM 013 820

Yamamoto, Kentaro
Hybrid Model of IRT and Latent Class Models.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Jan 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Ability Identification; Achievement Tests; *Cognitive Structures; Diagnostic Tests; Estimation (Mathematics); *Latent Trait Theory; Mastery Tests; *Mathematical Models; Maximum Likelihood Statistics
IDENTIFIERS- EM Algorithm; *Latent Class Models; Parametric Analysis

This study developed a hybrid of item response theory (IRT) models and latent class models, which combined the strengths of each type of model. The primary motivation for developing the new model is to describe characteristics of examinees' knowledge at the time of the examination. Hence, the application of the model lies mainly in so-called achievement, diagnostic, and mastery testing environments. The treatment of multidimensionality is central to the hybrid model. The new model's essential characteristics involve its abilities to represent a certain cognitive structure, to incorporate test users' informal task and error analysis as well as formal exhaustive analyses, and to relate to IRT in order to facilitate assessment of inter-item equivalency and performance of differential item analysis. Parameter estimation is central to the attempt to develop the hybrid model. An EM algorithm is used to compute maximum-likelihood estimates from incomplete data. Two experiments were undertaken to assess the model. Overall, results indicate that the hybrid model provides unusual freedom based on its unification of continuous and discrete item response models. By varying group and state probabilities, the model can range from one extreme of IRT-only to the other extreme of latent-classes-only models; any combination of these two models can also be arranged. These latent classes do not have to be ordered in any manner; hence, they may be able to accommodate individual differences of the order of learning materials. A 56-item list of references and 12 data tables are included. (TJH)

ED 310 162 TM 013 823

Stapleton, Julia A.

Monitoring Student Proficiency with Computer-Managed Instruction: HSPT and Other Assessed Skills.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- 87
AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 West State St., CN 500, Trenton, NJ 08625 ($5.75).
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Basic Skills; *Computer Managed Instruction; Computer Software Reviews; Computer Uses in Education; Data Collection; Educational Resources; Elementary Secondary Education; Evaluation Methods; *Information Technology; *Management Information Systems; Minimum Competency Testing; Recordkeeping; State Standards
IDENTIFIERS- *Monitoring; *New Jersey High School Proficiency Test; Proficiency Assessments

Software and computer management systems that enable educators to manage the monitoring of student progress in acquiring skills for the High School Proficiency Test (HSPT) and other standardized tests used in New Jersey schools are described in this study. Focus is on the data collection components for student skill proficiency using the computer as a tool for instructional management. Students in New Jersey are assessed annually in reading, mathematics, and language arts to identify those who meet established minimum levels of proficiency. The HSPT is the assessment instrument for grade 9 and is the key element in the state's effort to raise the basic skills standards for its students. Students in grades 3 through 8 and 11 through 12 are assessed on a variety of state-approved tests. Computer management tools can expedite the process of monitoring student achievement. Research on computer-managed instructional systems illustrates its wide application in a variety of educational settings. Four sections of annotated descriptions of systems and software provide a sample of products educators may want to investigate as a means of monitoring student competencies on the HSPT or other standardized tests. The four sections are: (1) skills software with student recordkeeping features; (2) comprehensive curricula systems; (3) networked systems; and (4) database software. These sections list the title, purpose, hardware, grade levels, description, training, costs, and distributor of each of 31 software packages. Systems and software are also indexed by subject, title, and producer. A 49-item list of references is included. Selected books and periodicals, related documents, and contacts in New Jersey are listed. The Evaluation Form and Computer-Managed Instruction Program Identification Form are appended. (SLD)

ED 310 163 TM 013 824

Mahoney, Susan S.
Credit by Examination at the University of Texas at Austin 1987-1988.
Texas Univ., Austin. Measurement and Evaluation Center.
PUB DATE- Apr 89
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; College Credits; *College Students; *Equivalency Tests; Higher Education; Scores; *Student Placement; *Test Results
IDENTIFIERS- Placement Tests; *University of Texas Austin

Credit earned by examination at the University of Texas (Austin) is equivalent to credit earned by taking the course, except that it will not count as credit earned in residence. This report covers the 1987-88 testing year, during which eight colleges or schools of the university participated in the credit-by-examination program. The examinations covered 49 subject areas in 159 courses taught in 35 departments/divisions of the university. Because many students took more than one test, the total number of tests exceeds the actual number of persons attempting to earn credit by examination. Evaluations of 26, 190 test scores are recorded. There were 11,079 participants in 1987-88. Of these, 7,508 were successful in earning credit for at least one course, with 13,342 qualifying test scores generating a total of 69, 762 semester hours of credit eligibility. Examination requirements and results are summarized for courses in: (1) biology; (2) chemistry; (3) Chinese; (4) computer sciences; (5) data processing and analysis; (6) economics; (7) electrical engineering; (8) English; (9) French; (10) German; (11) government; (12) history; (13) Latin; (14) mathematics; (15) physics; (16) psychology; (17) Russian; (18) sociology; and (19) Spanish. Students attempted to earn credit by examination in English, Spanish, and mathematics more often than in other subjects. Eighty-one tables of program results and four graphs illustrating categories of tests are provided. (SLD)

ED 310 164 TM 013 826

Ritchey, Ferris J.; Lewis, Barbara Lawhon

A Statistical Interaction Model for Examining Compensatory Effects on Academic Performance.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 86
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Computer Uses in Education; Disadvantaged Youth; Dropouts; *Educationally Disadvantaged; *Grade Prediction; Grades (Scholastic); Higher Education; *High Risk Students; Performance Factors; Predictive Measurement; Predictive Validity; *Predictor Variables; Statistical Analysis
IDENTIFIERS- *Automatic Interaction Detector

A 2-year study of 206 college students at an urban research university in a southern state examined personal, environmental, academic, and non-academic predictors of: (1) course grade performance; and (2) academic retention. Of particular interest were "high-risk" or "disadvantaged" students and how they compensated for their marginal educational preparedness. Data sources included two student questionnaires, instructor grade records, and student transcript records for the subsequent 2 years. Automatic Interaction Detection, developed by J. A. Sonquist et. al. (1973), was used to search for interaction effects. The technique revealed that the relationship between course performance and predictor variables differed for advantaged and disadvantaged students. As was consistent with previous research, personal academic factors accounted for a significant increase in grade performance, and environmental factors tended to affect disadvantaged students more than others. Analysis of retention rates revealed reading comprehension ability to be the best predictor. The implications of the findings are discussed with reference to institutional interventions. Two tables and two figures present study data. (Author/SLD)

ED 310 165 TM 013 829

Statewide Summary of Student Performance on School District Proficiency Assessments 1986-87 School Year: A Report Prepared for the California Legislature in Response to the Requirements of Education Code Section 51219.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

PUB DATE- 88
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Computation; *Educational Assessment; Elementary School Students; Elementary Secondary Education; High School Students; Public Schools; Reading Comprehension; *School Districts; *State Norms; Writing (Composition)
IDENTIFIERS- *California; *Proficiency Assessments

Assessment data are presented from a representative sample of California public school students in grades 4 through 12 in 115 school districts as of December, 1986. The sample represents 5% of the state's enrollment in grades 4 through 12. Students were tested in reading comprehension, writing, and computation. In grade 12, 9,250 students took one or more of the proficiency tests, and about 20% of them failed one or more tests. It is estimated that, overall, 71% of the students assessed in grade 12 will graduate. A total of 29,775 students in grades 10 and 11 took one or more proficiency tests. Half of these students failed one or more tests. A total of 37,604 students in grades 7 through 9 were tested, and 53% failed one or more tests. A total of 27,149 students in grades 4 through 6 took the tests, and about 37% failed one or more. Districts design and administer their testing programs and establish their own pass/fail criteria. The results reflect this diversity of policies throughout the state. Twelve tables and seven charts present study information. The cover letter and survey instrument sent to school districts, and a list of the responding school districts are appended. (SLD)

ED 310 166 TM 013 832

Falkenhainer, Brian Carl

Learning from Physical Analogies: A Study in Analogy and the Explanation Process.

Illinois Univ., Urbana. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 27 Dec 88
NOTE- 274p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Computer Software; *Inferences; *Learning Theories; Novelty (Stimulus Dimension); *Physical Environment; Physics; Problem Solving; Qualitative Research
IDENTIFIERS- *Analogical Reasoning; Contextual Analysis; *Explanations; Phenomenography; PHINEAS (Computer Program

Analogical reasoning and learning applied to the task of constructing qualitative explanations for physical phenomena are the subjects of this investigation. Two issues are addressed. The first is how analogies are elaborated to sanction new inferences about a novel situation. This issue is adddressed by contextual structure-mapping, a knowledge-intensive adaptation of D. Gentner's structure-mapping theory. This approach presents analogy elaboration as a map-and-analyze cycle, in which two situations are placed in correspondence, followed by problem solving and inference production focused on correspondence inadequacies. The second issue is the evaluation the quality of a proposed analogy and its use for some performance task. A theory of verification-based analogical learning is presented to address the tenuous nature of analogically inferred concepts, and procedures for increasing confidence in the inferred knowledge are described. Specifically, it relies on analogical inference to hypothesize new theories and simulation of those theories to analyze their validity. It represents a view of analogy as an iterative process of hypothesis formation, testing, and revision. These ideas are illustrated via PHINEAS, a computer program that uses similarity to posit qualitative explanations for time-varying descriptions of physical behaviors. It builds upon existing work in qualitative physics to provide a means with which to describe and reason with theories of the physical world. A 144-item list of references is included. (TJH)

ED 310 167 TM 013 852

Kominski, Robert
Education and Earnings: Empirical Findings from Alternative Operationalizations.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Census Figures; Degrees (Academic); *Educational Attainment; Educational Experience; Education Work Relationship; *Income; Interviews; Longitudinal Studies; *National Surveys; Regression (Statistics); Statistical Surveys

IDENTIFIERS- *Survey of Income and Program Participation

Data from the third-wave interview of the 1984 panel of the Survey of Income and Program Participation (SIPP) are used to assess the empirical impact of a SIPP item concerning educational attainment on the regression of earnings on educational attainment. The SIPP is a longitudinal survey conducted by the United States Census Bureau to measure economic, social, and demographic characteristics of persons, and how these characteristics change over time. The SIPP involves a multi-stage cluster sample of all living quarters, representing all non-institutionalized residents of the United States, aged 15 years and older. Households remain in the sample for about 2.5 years, and are interviewed every 4 months. The data for this analysis were restricted to persons aged 18 to 64 years for whom data on education had not been imputed. Three different measures of education are used: (1) years of school completed; (2) a series of dummy variables based on the years of school data, representing five groups; and (3) a nine-category variable based on the highest degree completed. Analysis of the data indicates that a new measure of educational attainment, based on the highest degree attained, yields a better earnings-to-education relationship than does the existing measure of years of schooling completed. The improvement in the model appears to apply to the entire adult population; however, the addition of subgroup-specific interaction terms demonstrates the added utility of measuring degrees with respect to gender differences in returns to education. Five data tables are included. (TJH)

ED 310 168 TM 013 853

Summary and Compendium of Studies on the Development of the USES General Aptitude Test Battery for the Deaf. USES Test Research Report No. 41.

North Carolina Employment Security Commission, Raleigh.; Utah State Dept. of Employment Security, Salt Lake City. Western Test Development Field Center.

PUB DATE- 82
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; *Deafness; Educational Research; Employment Services; High Schools; *High School Students; Occupational Tests; *Standardized Tests; *Test Construction; Testing
IDENTIFIERS- *General Aptitude Test Battery; Nonreading Aptitude Test Battery; Test Instructions

Four research papers on the evaluation of the Utah State Department of Employment Security's (USES's) General Aptitude Test Battery (GATB) for the deaf are presented. The studies were conducted by the test research staff of the Employment Security Commission of North Carolina from 1970 to 1979. The studies contain not only the analyses on which the GATB for the Deaf in based, but discussions of the issues that prompted the studies and the chronology of steps taken to resolve these issues. Report titles include: (1) "The Development of GATB Administration Procedures for the Deaf"; (2) "Technical Report on the Development of Revised GATB Instructions for the Deaf"; (3) "Technical Report on Aptitude Scores of Deaf High School Students on the General Aptitude Test Battery and the Nonreading Aptitude Test Battery, July 1971"; and (4) "Technical Report on Aptitude Scores of Deaf High School Students on the General Aptitude Test Battery and the Nonreading Aptitude Test Battery, Study II November 1972." The GATB appears to be more valid for deaf examinees than does the Nonreading Aptitude Test Battery. The study reports recommend the use of trained interpreters in administration of the GATB to deaf individuals. While this method is somewhat superior, a more practical method of testing for most job service agencies involves the individual administration by staff not necessarily trained in manual communication. (TJH)

ED 310 169 TM 013 856

The Speed-Power Study of the USES Basic Occupational Literacy Test (BOLT) Analysis and Report.

Utah State Dept. of Employment Security, Salt Lake City. Western Test Development Field Center.

PUB DATE- 81
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; College Students; *Literacy; Minority Groups; *Occupational Tests; Postsecondary Education; Racial Differences; Statistical Analysis; Test Format; Testing Problems; *Test Length; Timed Tests
IDENTIFIERS- *Basic Occupational Literacy Test; Speededness (Tests)

Research and analysis conducted to determine the effects of reducing the administration time for one or more levels of the Basic Occupational Literacy Test (BOLT) are described. The total usable sample consisted of 2,423 subjects. Data were collected from 23 states from 1978 to 1981. Data came from a variety of sources, including schools and training programs of all types. The Advanced and Fundamental BOLT subtests were divided into six batteries, and sampled states were assigned a battery to collect data with minimum collection goals to ensure inclusion of sex, race, and economic-level minorities. Correlations among Brief Time Form A, Brief Time Form B, Standard Time Form B, and the appropriate Wide Range Scale Score were calculated for eight content/level groups. Subjects were administered the appropriate subtest Form A with half the standard time limit and Form B with half the limit. Then the remaining half of the time limit was given for the same Form B. Results of t-test analyses revealed a significant effect on total group mean scores between brief and standard time limits for Battery I--Reading Vocabulary, Advanced; Battery I--Reading Comprehension, Advanced; and Battery III--Arithmetic Reasoning, Advanced. Analysis of variance indicated a significant adverse effect on minority groups for the calculated difference between brief and standard scores for three of the subtests. Considering the results of the analysis for all four BOLT subtests, no reduction in time limits can be recommended. Thirty-four tables give study results. (SLD)

ED 310 170 TM 013 859

Hunter, John E.
The Economic Benefits of Personnel Selection Using Ability Tests: A State of the Art Review Including a Detailed Analysis of the Dollar Benefit of U.S. Employment Service Placements and a Critique of the Low-Cutoff Method of Test Use. USES Test Research Report No. 47.
Employment and Training Administration (DOL), Washington, D.C.; Utah State Dept. of Employment Security, Salt Lake City. Western Test Development Field Center.
PUB DATE- 83
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; *Aptitude Tests; *Cost Effectiveness; Cutting Scores; *Economic Factors; Economic Research; Employment Services; Federal Aid; Job Applicants; Mathematical Formulas; Occupational Tests; *Personnel Selection; State of the Art Reviews; *Test Use
IDENTIFIERS- General Aptitude Test Battery; Low Cutoff Method; Placement Tests; United States Employment Service

The economic impact of optimal selection using ability tests is far higher than is commonly known. For small organizations, dollar savings from higher productivity can run into millions of dollars a year. This report estimates the potential savings to the Federal Government as an employer as being 15.61 billion dollars per year if tests were given optimal use. If the 4 million placements per year made by the United States Employment Service made optimal use of the General Aptitude Test Battery, the potential increase in work force productivity among the employers who hire through the service would come to 79.36 billion dollars per year. However, this would probably require an increase in Employment Service funding of about 8.75 million dollars per year. Departures from optimal use of tests can be shown to eliminate as much as 84% of these savings. The principal problem is the use of the low-cutoff method of hiring randomly from all who pass some minimal test level. Optimal use of tests can be shown to provide benefits other than reduced labor costs, including a reduction in special administrative problems, an increase in the number of workers with promotion potential, and increases in the quality as well as the quantity of work. Five tables provide supporting figures. (Author/SLD)

ED 310 171 TM 013 862

Swarthout, David; Synk, David J.
The Effect of Age, Education, and Work Experience on General Aptitude Test Battery Validity and Test Scores. USES Test Research Report No. 50.
Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Age; *Aptitude Tests; Correlation; *Educational Attainment; Job Applicants; Meta Analysis; Occupational Tests; Predictor Variables; *Scores; *Test Validity; *Work Experience
IDENTIFIERS- *General Aptitude Test Battery

Meta-analytic techniques were used to analyze the effects of age, education, and work experience on General Aptitude Test Battery (GATB) validities and test scores. The sample consisted of 30,568 subjects from 143 Specific Aptitude Test Battery (SATB) validation or revalidation studies analyzed since 1972. The effect of these three variables on GATB validities was investigated using the 24,219 sample members for whom the Standard Descriptive Rating Scale information was available. The sample was divided into intervals based on age, education, and work experience and the validities within the intervals were compared. Partial correlations were used to determine the effect of each variable on GATB validities. There were slightly more significant differences between validities for all jobs than would be expected by chance. Controlling for age somewhat increased validities. Education showed positive correlations with all nine GATB aptitudes,

with the highest correlation for cognitive aptitudes and lower correlations for psychomotor aptitudes. Validities were higher for subjects with more than 12 years of education. When education was controlled for, validities decreased slightly. There were more differences in validities between experience levels than would be expected by chance, but the pattern was not consistent across the nine aptitudes. When experience was controlled for, validities increased slightly. Fourteen tables present data and nine graphs illustrate the text. An appendix gives tabulated information about the occupations of the subjects. (SLD)

ED 310 172 TM 013 863

Synk, David J.; Swarthout, David
Comparison of Black and Nonminority Validities for the General Aptitude Test Battery. USES Test Research Report No. 51.
Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aptitude Tests; *Blacks; Chi Square; Comparative Testing; Data Collection; Meta Analysis; Occupational Clusters; *Occupational Tests; Predictive Measurement; *Racial Differences; Statistical Analysis; Test Bias; *Test Validity; Whites
IDENTIFIERS- *General Aptitude Test Battery; Type I Errors

Meta-analytic research techniques were used to compare the General Aptitude Test Battery (GATB) validities of blacks and non-minorities. The sample consisted of 7,854 black and 15,769 non-minority subjects from 113 Specific Aptitude Test Battery (SATB) validation studies analyzed since 1972. The first approach was to compare average validities weighted by sample size. Eight of nine differences were significant and favored the non-minority sample. The largest difference was 0.05. A second approach use a chi-square method developed in 1979 by J. E. Hunter, F. L. Schmidt, and R. Hunter. Two aptitudes revealed differences significant at the 0.05 level. Cumulative chi-square analyses across all studies showed significant differences at the 0.05 level for four aptitudes. The last two analyses attempted to correct for sources of Type 1 error present in the primary analysis. One compared job family validities and found significant differences for two of five job families. The second corrected for range restriction and criterion unreliability and found significant differences in 10 of 24 critical ratios. The results tend to mirror those of other researchers. Differences, when found, were small and inconsistently favored non-minorities. Given the various forms of Type 1 error and the methods of data collection, there was little indication that validities differ more than would be expected due to chance. Five tables provide study data. Appendices provide tables of the sample members' job information and the distribution of statistics for blacks and non-minorities. (Author/SLD)

ED 310 173 TM 013 864

Swarthout, David
Cross Validation of Job Families Using an Expanded Data Set. USES Test Research Report No. 53.
Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Aptitude Tests; Cluster Grouping; Job Applicants; Meta Analysis; *Occupational Clusters; Occupational Tests; Predictive Measurement; Sample Size; Scores; Statistical Analysis; Testing Problems; Test Results; *Test Validity
IDENTIFIERS- Beta Weights; *Cross Validation; *General Aptitude Test Battery; Research Replication; Validity Generalization

The analyses of J. E. Hunter (1983) were replicated with an expanded data set. The Hunter study, the basis of the Validity Generalization system used by the United States Employment Service, contained 515 General Aptitude Test Battery validation studies. The data set in this study included these and additional studies to bring the data set to 755 studies representing 74,187 individuals. Analyses were conducted for the total sample, the original sample, and the new or additional sample. The beta weights developed by Hunter were compared with the beta weights developed for the total sample. Results indicate that the beta weights developed by Hunter in 1983 and those developed from the total sample yield virtually identical validity coefficients. Consequently, there is no need to change the beta weights currently being used. A secondary conclusion is that the validities for the additional sample are lower than those for the original sample, particularly for the perceptual or psychomotor aptitudes. There is no easy explanation for the decline in validities, but several suggestions are advanced. Eight tables present study information. An appendix contains tabulated data on the 755 studies that constitute the total sample. (SLD)

ED 310 174 TM 014 012

Research Perspectives on Education. Occasional Paper No. 41.
Human Sciences Research Council, Pretoria (South Africa). Inst. for Educational Research.

PUB DATE- 88
NOTE- 307p.; Pages 155-156 are missing from the copy received by ERIC. Document contains small, light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Academically Gifted; Community Education; Computer Assisted Instruction; Curriculum Development; Database Management Systems; *Educational Research; Educational Trends; *Foreign Countries; Learning Processes; Mathematics Achievement; Parent Participation; Reading Instruction; *Research Projects; Research Reports
IDENTIFIERS- LOGO Programing Language; Research Trends; *South Africa

Perspectives on educational research are presented, and articles are included that reflect research projects that were undertaken at the Institute for Educational Research (IER) of the Human Services Research Council of the Republic of South Africa (RSA). Articles in this collection include: (1) "Educational Research in the RSA: Trends and Perspectives" (S. W. H. Engelbrecht); (2) "Trends in Educational Research in the RSA from the Sixties up to and Including 1986" (A. Schoeman and A. Muller); (3) "Fluctuation Analysis: A Proposed Educational Experimental Design" (A. W. Drost); (4) "The Logo Learning Environment in Research Perspective" (A. Muller); (5) "The Use of a Data Base Management System as an Exploratory Learning Opportunity with a Microcomputer" (J. G. Knoetze); (6) "Trends in Community Education and Their Relevance to the Provision of Community Education in South Africa" (G. D. Kamper); (7) "Guidelines for the Formulation of Objectives and the Selection of Learning Contents for Basic Education in the RSA" (L. Pienaar); (8) "Environmental Analysis as a Factor in Curriculation" (I. van der Stoep); (9) "Approaches to Learning to Read with a View to Designing an Initial and Remedial Reading Programme" (A. Dednam); (10) "Parental Involvement in the Education of Gifted Children" (J. B. Haasbroek); (11) "A Brief Report on South African Mathematics Olympiad Medallists from 1966 to 1983" (P. G. Le Roux); and (12) "An Empirical Investigation of Student Learning" (D. L. Hattingh). Summaries of the research activities of the IER and a list of 88 reports published in English and/or Afrikaans by the IER are included and an abstract in Afrikaans is also provided. (TJH)

ED 310 175 TM 014 014

Byrne, Barbara M.
Testing for Factorially Invariant Measuring Instruments: A Reexamination and Application.

PUB DATE- Aug 88
NOTE- 50p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; Analysis of Covariance; Analysis of Variance; Elementary Education; *Factor Analysis; Grade 5; Grade 8; Latent Trait Theory; Mathematical Models; *Measurement Techniques; Research Methodology; *Research Problems; Statistical Analysis; Test Reliability; *Test Validity
IDENTIFIERS- Confirmatory Factor Analysis; *Invariance; *LISREL Computer Program; Perceived Competence Scale For Children

The paper identifies and addresses four methodological weaknesses common to most previous studies that have used LISREL confirmatory factor analysis to test for the factorial validity and invariance of a single measuring instrument. Specifically, the paper demonstrates the steps involved in: (1) conducting sensitivity analyses to determine a statistically best-fitting, yet substantively most meaningful baseline model; (2) testing for partial measurement invariance; (3) testing for the invariance of factor variances and covariances, given partial measurement invariance; and (4) testing for the invariance of test item and subscale reliabilities. These procedures are illustrated with item response data from the Perceived Competence Scale for Children from 129 normal and 132 gifted students in grade 5 and 113 normal and 117 gifted students in grade 8 from two public school systems in Ottawa (Ontario). Seven tables present study data. (Author/SLD)

ED 310 176 UD 026 735

Levin, Henry M.
New Schools for the Disadvantaged.
Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- Jun 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Curriculum Design; Disadvantaged Environment; Educational Change; *Educationally Disadvantaged; Educational Objectives; Educational Strategies; Elementary Education; Extended School Day; *High Risk Students; Mastery Learning; Parent Participation; Potential Dropouts; Remedial Instruction; School Based Management; School Community Relationship; *School Organization;

*Supplementary Education
IDENTIFIERS- *Accelerated Schools Movement

This paper outlines the types of schooling programs that will build on the strengths of educationally disadvantaged students to bring them into the educational mainstream as well as to prepare them for economic, political, and social participation. Without intervention on behalf of the disadvantaged, the following results may occur: (1) a dual society with a large uneducated underclass; (2) disruption in higher education; (3) national economic deterioration; and (4) rising costs of public services. The educational plight of the disadvantaged is outlined. Any strategy for improving their situation must begin at the elementary level, and must be dedicated to preparing students for doing high quality work in secondary school. Such a strategy is the Accelerated School, a transitional elementary school that brings disadvantaged children up to grade level by the completion of the sixth grade. The following aspects of the Accelerated School are discussed: (1) school-based governance; (2) goals; (3) pupil and school assessment; (4) nutrition and health; (5) curriculum; (6) instructional strategies; (7) community resources; (8) parental participation and training; and (9) extended daily session. The major organizational dimensions of change required for transforming schools into accelerated learning institutions are discussed, and steps to assist the transformation are suggested. An 18-item list of references is included. (BJV)

ED 310 177 UD 026 822

Goldsboro City Schools Comprehensive Survey 1988-89.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.

PUB DATE- 12 Apr 89
NOTE- 208p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities; Educational Finance; Educational Media; Educational Planning; Elementary Secondary Education; Facility Requirements; Long Range Planning; Public Education; *School Administration; *School Organization; School Statistics; *School Surveys; Site Development; Urban Demography; *Urban Schools
IDENTIFIERS- Goldsboro City Schools NC

This report presents results of a comprehensive survey of the Goldsboro (North Carolina) City School System conducted during the 1988-89 school year. The purpose of the survey was to determine long-range planning implications for the areas of organization, facility utilization, facility needs, site development, and media facilities. The report is comprised of a foreword, an introduction, and eight sections. The first section, "Analysis of Pertinent Data," surveys information in the following areas: (1) organization; (2) population projections; (3) finance; and (4) facilities. The second section, "Special Issues," examines such subjects as school sites, handicapped access, preschool programs, building programs, and specialized facilities. The third section, "Community Data," presents demographic and economic information for Wayne County. The fourth section, "School System Data," analyzes information on students and schools in the system. The fifth section, "School Finance Data," summarizes educational revenues and expenditures. The sixth section, "School Facilities Data," reports on the condition and adequacy of school plants in Goldsboro City. The seventh section, "Recommendations, " proposes a long-range plan for overall organizational restructuring and improvements in specific schools. The eighth section, "Summary of Recommendations," is a synopsis of the report's proposals. The report includes 48 tables, two graphs, and additional summary data on school facilities. (AF)

ED 310 178 UD 026 830

A Declaration of Policy. The Role of the Commission in Achieving Educational Equity.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Dec 88
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).
NOTE- 9p.; For related document, see UD 026 831.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Demography; *Educational Change; *Educational Policy; *Equal Education; Higher Education; *Policy Formation; Position Papers; State Departments of Education; *State School District Relationship
IDENTIFIERS- *California

The California Postsecondary Education Commission adopted a declaration of policy in 1988 in order to clarify and communicate its responsibility to advance educational equity in the context of the demographic changes occurring in California. A committee on educational equity examined the Commission's past actions and activities relating to educational equity and found no insights into ways the State can achieve equity given the changes in demographics. This lack of insight created a sense of urgency which led to the declaration of policy. The major parts of the declaration are the following: (1) a definition of educational equity which includes quantitative and qualitative dimensions; (2) four reasons that educational equity is a critical issue in the State; (3) the principles which guide the achievement of educational equity; and (4) eight interrelated roles which the Commission will assume so that educational equity will be integrated within all of its statewide policy and program review and coordinative functions. (VM)

ED 310 179 UD 026 831

Toward Educational Equity: Progress in Implementing the Goals of Assembly Concurrent Resolution 83 of 1984. Commission Report 89-3.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jan 89
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).
NOTE- 261p.; For related document, see UD 026 830.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *College School Cooperation; *Cultural Pluralism; Educational Change; Educational Policy; Enrollment; *Equal Education; *Higher Education; *Minority Groups; State Departments of Education; *State Standards; Transitional Programs
IDENTIFIERS- *California State Department of Education

An intersegmental task force of the California Postsecondary Education Commission developed a plan and set of recommendations for enhancing the participation and success in postsecondary education of California students from economic, racial, and ethnic backgrounds historically underrepresented in higher education. Relevant segments of the State's educational community must inform the Commission of their progress in implementing the recommendations and the Commission must report this progress to the Legislature. The segments are the following: (1) the California State Department of Education; (2) California Community Colleges; (3) the California State University; (4) the University of California; and (5) the Association of Independent California Colleges and Universities. Their reports are included. The Commission's report to the Legislature, based on those reports, is presented in the following five parts: (1) background information about the report; (2) a statewide profile of implementation of the recommendations; (3) a report on the extent to which the goals are being achieved in terms of college eligibility, attendance, transfer, and graduation; (4) a summary of the "state of the State" with respect to achieving the goals adopted by the Commission in 1988; and (5) a discussion of the findings in terms of probable factors that influence the rate of progress in achieving educational equity. Also included are a list of nine references, the text of Assembly Bill 101 (1987), and 11 illustrative charts. (Author/VM)

ED 310 180 UD 026 850

Business Means Business about Education. A Synopsis of The Business Round Table Companies' Education Partnerships.

Business Roundtable, New York, NY.

PUB DATE- Jun 89
AVAILABLE FROM- The Business Roundtable, 200 Park Avenue, Suite 2222, New York, NY 10166.
NOTE- 85p.; For related document, see ED 302 602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; Cooperative Programs; *Corporate Support; *Economic Development; Educational Improvement; Elementary Secondary Education; *Labor Force Development; Program Descriptions; Public Education; *School Business Relationship; *School Support
IDENTIFIERS- *Business Role; *Partnerships

This report summarizes the educational activities of American corporations committed to addressing specific education needs and issues through a wide range of programs. The report presents synopses of partnerships for educational improvement between 186 Business Roundtable member companies and public elementary and secondary schools nationwide. Many of the programs described represent member company response to a 1988 initiative of the Education Committee of the Human Resources Task Force of the Business Roundtable. Chief executive officers were challenged to commit corporate efforts to education reform in at least one city where their companies do business. The report is comprised of introductory material, describing the background and scope of business involvement in education partnerships, and brief program synopses, arranged alphabetically by company. The introduction notes that by helping students to attain their full potential, business can fulfill its need to compete effectively in the international marketplace. The skills gap between job needs and worker capabilities can be addressed through business intervention and assistance. The synopses of company activities describe programs involving a variety of targeted areas, including academic disciplines, career awareness, civic and character education, drug prevention, dropout prevention, and the disadvantaged. Synopses include member company contacts. A company index is appended. (AF)

ED 310 181 UD 026 866

Baker, Andrea
BRIDGE Curriculum Guide. Exploring the BRIDGE to Success.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.; Portland Public Schools, Oreg.; Private Industry Council, Portland, OR.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 88
AVAILABLE FROM- The Private Industry Council, 520 SW 6th Avenue, Suite 400, Portland, OR 97204 ($115.95).
NOTE- 546p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; Compensatory Education; Curriculum Guides; Daily Living Skills; Decision Making Skills; Disadvantaged; Dropout Prevention; *Employment Potential; Grade 9; *High Risk Students; *Interpersonal Competence; *Job Skills; Junior High Schools; *Self Actualization; Urban Areas; Urban Schools
IDENTIFIERS- *BRIDGE Project; *Oregon (Portland)

This guide, designed for use in a ninth grade BRIDGE class, is a comprehensive source of learning activities intended to help motivate youth to stay in school and acquire the skills required to succeed both in school and at work. BRIDGE, a program conceived by Public/Private Ventures in Philadelphia (Pennsylvania), is for high-risk students in Portland (Oregon) who face multiple barriers to academic success and employment. The course comprises the following units: (1) Self-Esteem; (2) Self-Responsibility; (3) Decision-Making; (4) Managing Your Time Without Losing It; (5) Conflict Resolution; (6) Communication; (7) Peer Relationships; (8) Career Awareness; (9) Leadership; (10) Career Goals and Expectations; (11) Multi-Cultural/Multi-Ethnic Awareness; (12) "Me, Myself, and I (a self-examination through autobiography); (13) Traditional and Nontraditional Roles; (14) Substance Abuse; (15) Self-Preservation; (16) Community Resources; (17) Planning for the Summer; and (18) Using Leisure Time. Each unit contains the following components: (1) Overview; (2) Thoughts to Ponder (a collection of related quotations and sayings); (3) Vocabulary; (4) Activities; (5) Journals (integrating the unit with a student journal); and (6) Closure (suggested wrap-up activities). The appendices include the following: (1) a chart illustrating how basic skills can be integrated with unit activities over a two-week period; (2) eight assessment, student record, and parent contact forms; (3) three forms to accompany sustained silent reading activities; and (4) a bibliography comprised of 47 resources for students, 28 resources for teachers, 13 films, and three filmstrips. (FMW)

ED 310 182 UD 026 878

Howe, Howard, II

Voluntary Services for Young Americans.

PUB DATE- 21 Mar 89
NOTE- 12p.; Remarks to the National Association of Partners in Education (Baltimore, MD, March 21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; Elementary Secondary Education; Family School Relationship; Generation Gap; *Intergenerational Programs; *Mentors; Parent Child Relationship; Prevention; *School Community Relationship; Self Esteem; Socialization; *Volunteers; Youth; Youth Problems; *Youth Programs
IDENTIFIERS- Business Role; Community Service; Interconnection; Intergenerational Relationship; National School Volunteer Program; *Partnerships; *Voluntarism

Volunteers can make significant contributions in service to children and youth both by working on behalf of education and by augmenting the learning that schools provide. The merger of the National School Volunteer Program and the National Symposium on Partnerships in Education to form the National Association of Partners in Education is seen as an important development for voluntary activity and advocacy for youth. This presentation addresses four major points. First, the gap between adults and young people, due in part to changes in family structure and the inability of schools to cope with complex problems, calls for increased intervention and initiatives by volunteers. Second, mentoring programs can position volunteers to assist the educational enterprise by providing tutorial, social, and personal support; the role of caring adults is seen as increasingly important in the lives of young people. Third, fundamental principles underlying volunteer work with schools and young people include the notions of responsibility to the community and "interconnectedness," and voluntarism should promote commitment to helping others, as well as academic success, as integral to growth to maturity. Fourth, voluntarism in the schools must be expanded to other aspects of the lives of children and youth through links to the family and community. (AF)

ED 310 183 UD 026 892

Espenshade, Thomas J.; And Others

Immigration Policy in the United States: Future Prospects for the Immigration Reform and Control Act of 1986. Program for Resarch on Immigration Policy.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Aug 88
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employer Employee Relationship; *Employers; *Federal Legislation; Foreign Nationals; Foreign Policy; Futures (of Society); *Immigrants; Labor Force; *Labor Market; Population Trends; Public Policy; *Undocumented Immigrants; United States History
IDENTIFIERS- Employer Role; *Immigration Impact; Immigration Law; *Immigration Reform and Control Act 1986

Immigration to the United States has fluctuated considerably over the course of the nation's history and has elicited various policy responses at different times. In recent years, concern about undocumented, illegal immigration has given rise to efforts to reform immigration law. The Immigration Reform and Control Act (IRCA) of 1986 was intended to stem the flow of undocumented immigrants into the United States, to reduce the number of illegal aliens already here, and to make provisions for various groups of transient workers. The major features of IRCA include the following: (1) employer sanctions penalizing employers who knowingly hire illegal immigrants; (2) a legalization program providing amnesty for undocumented immigrants who meet certain requirements; (3) a program for H-2 temporary foreign workers and seasonal agricultural workers; and (4) increased enforcement capabilities. Indicators of the effectiveness of IRCA include preliminary data on the amnesty program, employer sanctions, and border apprehensions. IRCA faces the following five emerging challenges: (1) domestic economic expansion and tightening U.S. labor markets; (2) projected rapid growth in service occupations; (3) declining size of U.S. youth cohorts; (4) mounting labor pressures in the Caribbean Basin; and (5) enforcement and compliance issues. The report includes statistical data on one graph and two tables. A list of 42 references is appended. (AF)

ED 310 184 UD 026 902

And Justice for All.
National Education Association, Washington, D.C.
PUB DATE- Jun 87
AVAILABLE FROM- National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036 ($12.50 for complete set).
NOTE- 113p.; For individual parts, see UD 026 903-906.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; American Indian Education; American Indians; Asian Americans; Black Students; *Cultural Differences; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Lobbying; *Minority Group Children; Minority Groups; Observation; Pacific Americans; Personal Narratives; *School Effectiveness; *Student Needs; Surveys

This four-part study of the educational concerns of ethnic minority groups in the United States by the National Education Association (NEA) comprises the following parts: (1) American Indian/Alaskan Native Concerns; (2) Asian and Pacific Islander Concerns; (3) Black Concerns; and (4) Hispanic Concerns. Goals are the following: (1) specify the educational needs of minority youth, families, and communities; (2) assess how well the schools are meeting those needs; and (3) determine how the NEA can support excellence in education for minority students. Data were gathered from site visits to a wide variety of schools and programs, and from the testimony of representatives of minority group organizations, federal and state agencies, parents, researchers, minority group educators, and educators of minority group children. Historical overviews discuss the role of the Federal Government, state governments, and the NEA in the education of each minority group. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. Some reports include tables and graphs of statistical data, lists of references, and bibliographies. Lists of site visits and witnesses are appended to each report. (FMW)

ED 310 185 UD 026 903

American Indian/Alaska Native Concerns. Report of the Study Committee.
National Education Association, Washington, D.C.
PUB DATE- Jun 87
AVAILABLE FROM- National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036 ($12.50 for complete set; parts not available separately).
NOTE- 31p.; For related documents, see UD 026 904-906; for complete set, see UD 026 902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; American Indian Education; *American Indians; Cultural Awareness; Dropout Prevention; *Educational Finance; Elementary Secondary Education; Federal Indian Relationship; Lobbying; Minority Group Children; Observation; Personal Narratives; *School Organization; *Student Mobility; *Student Needs; Surveys

This report on the educational concerns of American Indians and Alaskan Natives is part of a four-part study of minority education in the United States by the National Education Association (NEA). Data were gathered from site visits to a wide variety of schools and programs and from the testimony of 220 representatives of Indian organizations and tribes, federal and state agencies that have Indian offices, and Indian educators and educators of Indian children. The following major findings are cited: (1) inadequate and untimely federal funding interrupts program continuity and interferes with educational planning; (2) high student mobility rates contribute significantly to the dropout problem; and (3) institutional rigidity prevents schools from addressing student needs, utilizing culturally relevant teaching techniques, and teaching non-Indian students about tribal governments and their relationship with the Federal Government. A historical overview discusses the role of the Federal Government, state governments and the NEA in Indian education. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. A list of 11 references and a six-item bibliography are appended. (FMW)

ED 310 186 UD 026 904

Asian and Pacific Islander Concerns. Report of the Study Committee.
National Education Association, Washington, D.C.

PUB DATE- Jun 87
AVAILABLE FROM- National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036 ($12.50 for complete set; parts not available separately).
NOTE- 34p.; For related documents, see UD 026 903-906; for complete set, see UD 026 902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; *Family Influence; Lobbying; Minority Group Children; *Pacific Americans; Personal Narratives; *Racial Bias; Stereotypes; *Student Needs
IDENTIFIERS- *Model Minority Groups

This report on the educational concerns of Asian and Pacific Islanders is part of a four-part study of minority education in the United States by the National Education Association (NEA). Data were gathered from 14 site visits to a wide variety of schools and programs and from the testimony of over 50 representatives of community organizations, federal and state agencies that have Asian and Pacific Islander offices, and Asian and Pacific Islander educators and educators of Asian and Pacific Islander children. The following major findings are cited: (1) the stereotype of Asian and Pacific Islander students as the "model minority" obscures their wide diversity of emotional and language needs and fosters resentment among other minority groups; (2) family and community exert great pressure on many Asian students to succeed academically; (3) approaches to education vary greatly between Asian and Pacific Islander groups with regard to competitiveness and sex roles; and (4) Asian and Pacific Islanders are often the victims of racism for economic reasons. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. The appendices include a list of site visits and witnesses, and four tables and five graphs of statistical data. A list of 12 references and a seven-item bibliography are also appended. (FMW)

ED 310 187 UD 026 905

Black Concerns. Report of the Study Committee.
National Education Association, Washington, D.C.
PUB DATE- Jun 87
AVAILABLE FROM- National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036 ($12.50 for complete set; parts not available separately).
NOTE- 24p.; For related documents, see UD 026 903-906; for complete set, see UD 026 902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Education; *Black Students; Dropouts; Early Intervention; Early Parenthood; Educational Testing; Elementary Secondary Education; *Financial Problems; Lobbying; Observation; Poverty; *Racial Discrimination; Role Models; Scholarship Funds; *School Segregation; *Student Needs; Teacher Shortage; Urban Schools

This report on the educational concerns of blacks is part of a four-part study of minority education in the United States by the National Education Association (NEA). Data were gathered from four site visits to urban schools and from the testimony of 40 representatives of community and civil rights organizations, the business community, black parents, sororities and fraternities, black educators, and educators of black children. The following challenges are cited: (1) high dropout and teenage pregnancy rates; (2) financially poor and segregated schools; (3) lack of early intervention programs; (4) limited support systems and positive role models for blacks in general and black males in particular; (5) shortage of college scholarships; (6) shortage of black teachers; (6) inappropriate testing; (7) racial discrimination; and (8) poverty. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. The appendices comprise a list of site visits and witnesses, and a list of instructional goals. (FMW)

ED 310 188 UD 026 906

Hispanic Concerns. Report of the Study Committee.

National Education Association, Washington, D.C.

PUB DATE- Jun 87
AVAILABLE FROM- National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036 ($12.50 for complete set; parts not available separately).
NOTE- 23p.; For related documents, see UD 026 903-905; for complete set, see UD 026 902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *Dropouts; *Educational Environment; Elementary Secondary Education; Financial Problems; Higher Education; *Hispanic Americans; Lobbying; Minority Group Children; Personal Narratives; *Quality of Life; *Student Needs; Surveys; Urban Environment; Urban Schools

This report on the educational concerns of Hispanic Americans is part of a four-part study of minority education in the United States by the National Education Association (NEA). Data were gathered from site visits to a wide variety of urban schools and programs, and from the testimony of representatives of community organizations, the U.S. Bureau of the Census, parents, researchers, Hispanic educators, and educators of Hispanic children. The following problems are cited: (1) extremely high dropout rates; (2) high levels of student stress caused by poverty, culture clashes, and the marginal quality of inner city life; (3) the need for Hispanic male students to work in addition to attending school; (4) poorly funded and equipped and overcrowded schools; and (5) underrepresentation in higher education. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. Lists of site visits and witnesses are appended. (FMW)

ED 310 189   UD 026 907

One School, Many Cultures.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

PUB DATE- 89
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street, NW, Suite 700, Washington, DC 20036-4095.
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Cross Cultural Studies; *Cultural Interrelationships; *Cultural Pluralism; Educational Policy; Elementary Secondary Education; Ethnocentrism; Foreign Countries; Intercultural Communication; *Intercultural Programs; International Education; *Minority Group Children; *Multicultural Education; *Multilingualism; Native Language Instruction; Second Language Instruction; Sociocultural Patterns; Urban Education
IDENTIFIERS- Cultural Relativism; *Diversity (Groups); Organisation for Economic Cooperation Development

This report grows out of a symposium focusing on Education and Cultural and Linguistic Pluralism (ECALP), a project of enquiry of the international Centre for Educational Research and Innovation (CERI). The report aims to clarify trends in multicultural education, and to examine the effects of cultural and linguistic development on educational systems in member countries of the Organisation for Economic Co-operation and Development (OECD). The report comprises an introduction and five chapters. Chapter I, "The Lines of Investigation, " discusses the following issues basic to the study: (1) cultural identity; (2) greater cultural uniformity; (3) cultural relativism; (4) the new minorities; (5) multilingual contexts; and (6) the ethnic dilemma. Chapter II, "The Multicultural Context," describes the following sociocultural elements of the research: (1) the socio-geographical context; (2) urban changes; and (3) terminological misunderstandings. Chapter III, "Multicultural Education Policies in the OECD Countries," presents and compares systemic approaches to cultural changes in 11 member nations. Chapter IV, "Issues in the Debate on Multicultural Education," analyzes the following problems revealed by the comparison of multicultural education policies: (1) social consensus; (2) cultural identity; (3) competences of the education system and multicultural reality; (4) limits to multicultural education policies; and (5) weaknesses of the theoretical framework. Chapter V presents conclusions drawn from the analysis. Each chapter includes notes and references. (AF)

ED 310 190 UD 026 908

Teaching Life Skills in Context.

Public/Private Ventures, Philadelphia, PA.
PUB DATE- 89
AVAILABLE FROM- Public Private Ventures, 399 Market Street,
Philadelphia, PA 19106-2178.
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Cultural Pluralism; *Daily Living Skills; *Decision Making Skills; Demonstration Programs; *Disadvantaged Youth; *Dropout Prevention; *Early Parenthood; Employment Programs; High Risk Students; Intervention; Pregnant Students; Program Descriptions; Secondary Education; Sex Education; Sexuality
IDENTIFIERS- Job Training Partnership Act 1982; Partnerships

Statistics indicate that while half of America's teenagers are sexually active by age 18, many of these youth do not use contraception regularly and most delay doing so for more than a year. Of the nearly 500,000 teenage pregnancies resulting in birth annually, most of the mothers are unmarried and about half are under 18. This report argues that adolescent child-bearing and dropping out are known to be closely related phenomena with serious economic, social, and health repercussions for adolescent parents and their children, as well as implications for the national economy and work force. The National Research Council publication, "Risking the Future," urged enhancement of life options through life planning courses, especially for students most at risk for unintended pregnancy and birth. The Summer Training and Education Program (STEP) provides such courses. It is a model designed to address teen parenting issues in an employment and training context. Instruction in reading, mathematics, sexual development, and responsible social behavior are combined with summer work experience and critical support during the academic year. An important component of STEP is the Life Skills and Opportunities (LSO) curriculum, for which underlying values and rationale, participation information, and a table of contents are presented. A 23-item selected bibliography is appended to the report. (AF)

ED 310 191 UD 026 909

Petrovich, Janice
Northeast Hispanic Needs: A Guide for Action. Volume I.
ASPIRA Association, Inc., Washington, DC. National Office.
PUB DATE- 87
AVAILABLE FROM- ASPIRA Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 (Two volume set, $18.50; 10 copies or more, $10.00).
NOTE- 49p.; For volume II, see UD 026 910.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Action; *Community Involvement; *Cooperative Planning; Cooperative Programs; Educational Needs; Health Needs; *Hispanic Americans; Holistic Approach; Housing Needs; Information Dissemination; Leadership; *Needs Assessment; Prevention; Public Policy; Self Help Programs
IDENTIFIERS- *Action Plans; Collaboratives; Community Needs; Empowerment; Latinos; *United States (Northeast)

This report, which reflects the contribution of over 250 Latino leaders in the Northeast, has the following purposes: (1) to call attention to the critical needs of Hispanic American communities in the region; (2) to assist the public and private sectors and community organizations in identifying and solving problems faced by Latinos; and (3) to serve as a guide for action in addressing the needs of this population. Prefatory material describes ASPIRA, its Institute for Policy Research, and sponsorship and funding of the project. The following 10 most salient Northeast Hispanic needs are identified: (1) increased school attendance and dropout reduction; (2) housing improvement; (3) increased voter participation; (4) increased representation in government; (5) increased representation in education administration and policy-making; (6) promotion of Hispanic leadership; (7) increased training and support to facilitate work force entry; (8) improvement in health care delivery; (9) increased community politicization; and (10) increased representation in housing policy-making. The following six principles serve as recommendations for action to promote Hispanic American social and economic advancement: (1) focus on strengthening self-help; (2) emphasize prevention; (3) strengthen Latino leadership; (4) encourage collaboration; (5) be holistic and comprehensive; and (6) promote information exchange. A list of Hispanic leaders participating in the study is appended. (AF)

ED 310 192 UD 026 910

Petrovich, Janice
Northeast Hispanic Needs: A Guide for Action. Volume II.
ASPIRA Association, Inc., Washington, DC. National Office.
PUB DATE- 87
AVAILABLE FROM- ASPIRA Association, Inc., 1112 16th Street, NW, Suite 340, Washington, DC 20036 (Two volume set, $18.50; 10 copies or more, $10.00).
NOTE- 100p.; For volume I, see UD 026 909.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Action; *Conferences; Economic Development; Educational Needs; Health Needs; *Hispanic Americans; Housing Needs; Human Services; *Needs Assessment; Public Policy; *Surveys

IDENTIFIERS- Action Plans; *Community Needs; Empowerment; Latinos; Political Education; Private Sector; Public Sector; *United States (Northeast)

The ASPIRA Institute for Policy Research used a conference of prominent Latino leaders and a survey of conference participants as means to gather information on the needs of the Hispanic American community in the Northeast. This report presents summaries of conference transactions and survey results. The 2-day conference, held in August 1986, was divided into three groups dealing with the following major concerns: (1) education and employment; (2) health, housing, and human services; and (3) community economic development and political participation. For each of these categories, a summary of the discussion is presented, as well as recommendations for action by the private sector, the public sector, and community organizations. The survey section describes survey methodology and presents results in priority order for the following six areas: (1) political education and empowerment needs; (2) education and training needs; (3) housing needs; (4) health needs; (5) human service needs; and (6) community and economic development needs. Listing of priority needs by geographic area and by employment, and overall priority needs from all categories (for all respondents and by State) are also presented. The following appendices are included: (1) the survey instrument; (2) population growth for Northeastern states, 1980-1986; (3) biographical sketches of conference participants; (4) selected resources; and (5) a list of 41 selected references. (AF)

ED 310 193 UD 026 913

Phinney, Jean S.
Ethnic Identity in Adolescents and Adults: A Review of Research.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Cross Cultural Studies; *Cultural Awareness; *Cultural Traits; Definitions; *Ethnicity; Ethnic Studies; *Identification (Psychology); Literature Reviews; Psychological Patterns; *Psychological Studies; Research Needs
IDENTIFIERS- Research Suggestions

In order for ethnic identity to develop as a methodologically sound area of psychological research, it is essential to agree on definitions and to develop and validate measures that can be used in common by researchers working with different groups. This report analyzes 62 empirical studies of ethnic identity published in 36 journals since 1972. The following topics are discussed: (1) the assessment of the components of ethnic identity; (2) the structure of ethnic identity; (3) the relationship of ethnic identity to the majority culture; (4) the study of changes in ethnic identity over time and context; and (5) the personal implications of ethnic identity. The following theories appear to form the conceptual bases of about one-third of the studies reviewed: (1) social identity theory; (2) social field theory; (3) acculturation and assimilation theory; (4) Erikson's ideas on identity development and the impact of social and cultural factors; (5) psychoanalytic identity formation theory; and (6) black identity development theory. Definitions of the following concepts are suggested: (1) ethnic identity; (2) identification; (3) self-identification; (4) ethnicity; (5) ethnic attitudes; (6) ethnic behaviors; and (7) ethnic identity development. Common measurement techniques are discussed in relation to a suggested conceptual model and directions for future research are suggested. Two charts and a list of 94 references are appended. (FMW)

ED 310 194 UD 026 914

Newman, Arlene; Baum, Judith
Project SCOPE--A Working Partnership.
Public Education Association, New York, N.Y.
SPONS. AGENCY- City Univ. of New York Research Foundation, N.Y.
PUB DATE- Jan 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Role; *College School Cooperation; Elementary Education; *Elementary Schools; Higher Education; Interviews; *Parent Participation; *Program Administration; Program Evaluation; Urban Areas; Urban Schools
IDENTIFIERS- City University of New York Brooklyn College; Collaboratives; *New York; *Project SCOPE

After two semesters of implementation, Project SCOPE (School and College Organized to Promote Excellence) has created a viable structure of collaboration between Public School 152 and Brooklyn College (New York) and has undertaken a range of activities which have already had positive influence on the morale and performance of parents, students, and teachers. The goal of Project SCOPE is to form a working partnership between the college and the principal, administrators, teachers, school board members, and parents of the school to provide an environment in which the students can learn. Evaluation information was gathered through observations and non-structured interviews with the initiator of the project, key school personnel, and parents. The following components are discussed: (1) the council that directs operations; (2) the school-college relationship; and (3) parent involvement. The following recommendations for improvement are suggested: (1) continue and expand support; (2) offer opportunities for other schools to use the project as a model; (3) increase structured interaction among parents, staff, and college; (4) continue to provide opportunities for teachers to enhance their professional careers; and (5) make the highly successful summer workshop for staff, parents, and college an annual event. (FMW)

ED 310 195 UD 026 915

Shapiro, Isaac
The President's Veto of the Minimum Wage Bill: Impact on Poor and Minority Workers.
Center on Budget and Policy Priorities, Washington, DC.

PUB DATE- Jun 89
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Economically Disadvantaged; Economic Research; *Economic Status; Federal Legislation; Financial Problems; Hispanic Americans; *Low Income; *Minimum Wage; *Minimum Wage Legislation; *Minority Groups; Poverty
IDENTIFIERS- *Bush Administration; Proposed Legislation; Targeted Jobs Tax Credit

Restoration of an adequate minimum wage remains a critical ingredient in efforts to provide income security for poor and minority workers. The experience of recent years indicates that work does not provide economic security for many poor, Black, and Hispanic workers. National and minority unemployment rates have dropped during the economic recovery, yet many poor and minority workers continue to encounter economic hardship because their wages have remained low or have fallen. The earnings of many of these workers are at or near minimum wage levels. The dramatic drop in the value of the minimum wage to its lowest level since 1949 has compounded their earnings problems and increased their poverty rates. The Bush Administration offers its own minimum wage proposal as an alternative to the bill passed by Congress that Bush vetoed. However, the Administration's bill would establish a minimum wage still further below its historic value than the modest Congressional legislation, and would establish a broad-based sub-minimum "training" wage that could reduce the earnings of many adult workers who are already poor or members of minority groups. (Author/FMW)

ED 310 196 UD 026 916

Bright Ideas That Work: A Booklet of School Programs That Impact Minority and Equity Issues.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Desegregation Assistance.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Cultural Awareness; *Demonstration Programs; Early Parenthood; Elementary Secondary Education; *Equal Education; Minority Group Children; Multicultural Education; Program Descriptions; Public Schools; *Racial Relations; *Sex Fairness; Staff Development; State Programs
IDENTIFIERS- *North Carolina

This directory describes 25 innovative programs, in the public schools of North Carolina, which impact minority and equity issues. The following information is supplied for each program: (1) contact person; (2) grade level; (3) purpose; and (4) nature and scope. The following programs are located in the Charlotte-Mecklenberg Schools: (1) After School Cultural Arts; (2) Equals; (3) Indian Education Program; (4) Love of Learning; (5) Minority Achievement by Choice; (6) Minority Achievement Program; (7) Multicultural Education; and (8) Plan for Minority Achievement. The following programs are located in the Durham County Schools: (1) Ideas and Suggestions for Black History Celebration; and (2) Mathematics/Science Education Network. The following programs are located in the Durham City Schools: (1) Mentor Program for Girls Grades 3-5; and (2) Mentor Program for Teen Mothers. The Multicultural Education Project is located in the Greensboro Public Schools. The Young Parents Program is located in the Hickory City Schools. The Sex Equity Model Program--Counseling Awareness is located in the Kings Mountain District Schools. The following programs are located in the New Hanover County Schools: (1) Region O Council for the Advancement of Minorities in Engineering (ROCAME); (2) Sensitivity Today and Respect for Tomorrow (START); and (3) Teacher Affective Program (TAP). The You've Got to Be KID-DING program is located in the Pasquotank County Schools. The Artists-In-Schools program is located in the Vance County Schools. The Sex Equity/Pregnant Girls Project is located in the Wilkes County Schools. The Helping Hands program is located in the Wake County Schools. Two special programs, the Student Mediation Program developed by the Dispute Settlement Center in Carrboro (North Carolina) and A Model Human Relations Program (Yonkers, New York), are also included. (FMW)

ED 310 197 UD 026 917

Towards Cultural Democracy: The Development and Implementation of a Multi-Cultural Arts Policy for New York State. Document #88-5.
State Univ. of New York, Albany. New York African American Inst.
PUB DATE- Jan 89
AVAILABLE FROM- New York African American Institute, State University of New York, State University Plaza, Albany, NY 12246.
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African Culture; American Indian Culture; *Artists; *Cultural Pluralism; Economic Research; *Financial Support; Hispanic American Culture; *Minority Groups; Racial Discrimination; State Agencies; State Programs; *Theater Arts
IDENTIFIERS- *New York; *New York State Council on the Arts

Although funding for the arts in New York State reached unprecedented levels during the 1980s, funding for organizations which have distinct ethnic bases and purposes has not kept pace with funding for Eurocentric arts expressions. Data were gathered from a public hearing in New York City attended by more than 100 artists, administrators, cultural workers, and concerned community persons of color, and from an analysis of a 5-year funding history of 57 ethnic cultural institutions receiving support from the New York State Council on the Arts (NYSCA). Many NYSCA funding biases appear to be caused by a tendency to make subjective judgments of art, concepts, and organizations based on European modeled objectives. Programs represented by communities or persons of color are either not funded or are grossly underfunded. The following recommendations are suggested: (1) create a stabilization fund for minority arts programs; (2) establish a panel to manage the stabilization fund; (3) revise funding guidelines to include a culturally diverse perspective; and (4) allocate 50 percent of all state funding to people of color. The appendices comprise the following: (1) statements by Native American, Asian American, Latino, and African American task force members; (2) a statistical supplement discussing methodology and significant statistical findings; (3) a list of members of the New York State Black and Puerto Rican Legislative Caucus; (4) a list of nine references; and (5) two editorials from New York City newspapers discussing discrimination in funding arts programs. (FMW)

ED 310 198   UD 026 918

Zwana, Japhet M.
From Problems to Solutions: Responses to the Needs of Non-White Students. A Survey of and Recommendations on the Needs of Non-White Students at the State University of New York.
State Univ. of New York, Albany. New York African American Inst.
PUB DATE- 88
AVAILABLE FROM- New York African American Institute, State University of New York, State University Plaza, Albany, NY 12246.
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Students; *Cultural Pluralism; Ethnic Studies; Higher Education; Hispanic Americans; Literature Reviews; *Minority Groups; *Multicultural Education; Program Descriptions; Racial Bias; *Recruitment; School Holding Power; State Universities; *Student Needs
IDENTIFIERS- *State University of New York

This report outlines current concerns and interests affecting non-white students in the State University of New York (SUNY) system and proposes initiatives to redress the historical inequilibrium of non-white student achievement. Data were gathered from scholarly publications, reports, and position papers, and at conferences. The following issues are discussed: (1) the obligations of SUNY, as expressed in its Mission Statement, to ensure equal access to programs and resources and to combat racism; (2) the occurrence of racism on college campuses; (3) weaknesses in strategies for recruitment and retention; (4) successful local ongoing recruitment and retention programs; (5) developments in recruitment since May 1987; (6) minority studies in the SUNY curriculum; and (7) study abroad programs. The following institutional programs are recommended: (1) further increase of non-white undergraduate and graduate students; (2) provision of non-Western academic disciplines and courses; (3) involvement of minority group students, faculty, administrators, and staff in institutional policy decisions; (4) effective and decisive handling of racism; (5) provision of meaningful facilities for students; (6) recognition of the validity of pluralistic issues; (7) employment of a diverse work force; and (8) strong support of off-campus community activities. The following material is appended: (1) a commentary by the Vice Chancellor for Student Affairs and Special Programs of SUNY; (2) a 60-item bibliography; and (3) a list of non-white scholarship and fellowship sources. (FMW)

ED 310 199 UD 026 919

South Dakota State Plan: Education of Homeless Children and Youth. Implementation Date: July 1, 1989.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

PUB DATE- 1 Jul 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; *State Programs; Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *South Dakota; *Stewart B McKinney Homeless Assistance Act 1987

South Dakota's state plan for the education of homeless children and youth is presented in compliance with provisions of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of eight sections. The first section provides a program narrative and presents the following homeless needs as determined by two State surveys: (1) shelter and permanent housing; (2) employment and job skills for parents; (3) food; (4) clothing; (5) transportation; (6) counseling; (7) school supplies; (8) stable family life; (9) medical services; and (10) parent education. The second section states South Dakota's goals for homeless education. The third section describes the following objectives: (1) establish a data gathering process; (2) assure that homeless children and youth have access to public schools; and (3) assure that the residency requirement does not prevent educational access. The fourth section presents activities for the accomplishment of the State's objectives. The fifth section discusses details of the state plan as required under Section 722(e) of the McKinney Act. The sixth section describes a tracking system to be developed and maintained for homeless children and youth. The seventh section summarizes homeless education procedures. The eighth section

outlines activities, time periods, and evaluation means for the State's objectives. Appendices include survey results and copies of the survey instruments. (AF)

ED 310 200 UD 026 939

A New Direction: 1989/90 Budget Request.
New York City Board of Education, Brooklyn, N.Y.
PUB DATE- Jan 89
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Budgets; Educational Change; *Educational Finance; Elementary Secondary Education; *Expenditures; Operating Expenses; Program Budgeting; *Resource Allocation; *State Aid; Urban Areas; *Urban Schools
IDENTIFIERS- *New York (New York)

The Chancellor of the New York (New York) public schools proposes a 1989/90 budget of $6.405 billion, including a base budget of $5.734 billion and an increase of $671.3 million (11.7 percent) for discretionary programs, school facilities improvement, and mandatory increases. These funds are needed to continue initiatives begun in prior years and to begin new programs designed to move the school system in a new direction. The request reflects a reform of educational service delivery in New York City that comprises the following steps: (1) streamlining administrative headquarters; (2) increasing accountability; (3) advocating flexibility in the array of categorically funded State programs; and (4) securing equitable State and City funding. Although New York City's educational tax effort exceeds the State average, insufficient State support results in a lower per-pupil expenditure for basic instruction. Long-range resources required to restore activities in the following areas to acceptable levels and the specific resources required for 1989/90 are described: (1) staffing for elementary and middle schools; (2) high schools; (3) special education systemwide; (4) instructional and support services; (5) staff recruitment and development; (6) school environment; (7) school safety and discipline; and (8) mandatory increases. Twenty-one tables and graphs of statistical data are included. A table of statistical data summarizing the student body, staff, schools, support services, and costs of operation for 1989 is appended. (FMW)

ED 310 201 UD 026 940

Who Cares? The Heatlh Care Gap and How To Bridge It. Proceedings of the Conference (Washington, D.C., April 30, 1986).

Congressional Black Caucus Foundation, Inc., Washington, DC.; Congressional Caucus for Women's Issues, Washington, DC. Women's Research and Education Inst.; Congressional Hispanic Caucus Inst., Washington, DC.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 30 Apr 86
AVAILABLE FROM- Women's Research and Education Institute, 1700 18th Street, NW, Suite 400, Washington, DC 20009 ($10.00).
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; *Females; *Government Role; Health Care Costs; *Health Insurance; *Health Needs; Health Services; Human Services; *Minority Groups; *Public Health; Public Policy
IDENTIFIERS- Federal Budget; Feminization of Poverty; *Health Delivery Systems; Medicaid; Medicare

This publication presents proceedings of a conference on barriers to health care experienced by women and minorities in the United States. Welcoming remarks were offered by Representative Charles B. Rangel. Representatives Patricia Schroeder (Congressional Caucus on Women's Issues), Louis Stokes (Congressional Black Caucus), and Robert Garcia (Congressional Hispanic Caucus) presented the viewpoints of their respective caucuses. A keynote address was delivered by Dr. Karen Davis of Johns Hopkins University. The section, "Today's Budget Cuts/Tomorrow's Priorities," is comprised of the following presentations: (1) "Reordering Our Priorities" (Dr. John L. S. Holloman, Jr.); (2) "How Health Care Cuts Affect Women, Infants, Children" (Representative Matthew G. Martinez); and (3) "Rips in the Elderly's Safety Net" (Representative Claudine Schneider). "Points of View: A Panel Discussion," moderated by Paquito Vivo, is comprised of the following presentations: (1) "The Past Still Haunts Us" (Dr. Marjorie Lightman); (2) "Is There a Role for the Private Sector in Solving the Problem of Indigent Care?" (H. Michael Schiffer); (3) "Cross-Cultural Differences in Health Insurance, Coverage, and Access to Health Care" (Fernando M. Trevino); (4) "For-Profit Hospitals: The Implications for Indigent Patients" (Marcia Jones); and (5) "Assessing the Health Care Gap for Women and Minorities and Their Families" (Dr. Irene Trowell-Harris). Concluding comments were presented by Senator Edward M. Kennedy and Representative Mickey Leland. A list of references is appended. (AF)

ED 310 202 UD 026 941

The New York State Plan for the Education of Homeless Children and Youth, 1989-1991.

New York State Education Dept., Albany. Div. of Student Development and Family Support Services.

PUB DATE- Apr 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; *State Programs; Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *New York; *Stewart B McKinney Homeless Assistance Act 1987

New York State's plan for homeless education responds to requirements of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan consists of a foreword, seven sections, and appendices. Section 1 provides an overview of homelessness nationally and in New York State. Section 2 summarizes federal legislation for homeless children and youth. Section 3 describes barriers to the education of homeless children and New York State regulatory correctives to these inequities. Section 4 surveys the status of the provision of educational services to homeless children in New York City and the rest of the state. Section 5 reports on the number and location of homeless children in New York City and elsewhere statewide. Section 6 details the state plan for homeless education for 1989 through 1991; it presents four overall goals and corresponding approaches, objectives, strategies, and expected results. Section 7 presents a timeline for the implementation of the state plan, which consists of 18 activities, and the time schedules or dates by which each is to be initiated. Appendices include the following: (1) state regulations and amendments; (2) an administrative directive; (3) census and survey information; (4) a list of school-based services for homeless students; and (5) a list of Homeless Advisory Committee members. (AF)

ED 310 203 UD 026 942

An Evaluation of the Strengths and Weaknesses of State Education Department Syllabuses and Related Instructional Issuances for Effective Teaching of Africian American Students and Other Nontraditional Students. A Pilot Study with Recommendations.

State Univ. of New York, Albany. New York African American Inst.

PUB DATE- 27 Jul 88
AVAILABLE FROM- New York African American Institute, State University of New York, State University Plaza, Albany, NY 12246.
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Black Studies; *Curriculum; Curriculum Evaluation; Elementary Secondary Education; Language Arts; Minority Group Children; *Multicultural Education; Outcomes of Education; Social Studies; *State Curriculum Guides; State Programs; *Urban Education
IDENTIFIERS- Black History Month; *New York; New York State Regents Action Plan

This study found that syllabuses and instructional supplements issued by New York State lacked the amount and kind of information essential for optimal education of African American and other minority group students in inner city schools and have a "chilling effect" on teacher initiative and creativity. The following types of documents were reviewed: (1) key general issuances of the Board of Regents and the State Education Department that set policy parameters for the entire spectrum of educational programs; (2) social studies syllabuses for grades 7 and 8; (3) language arts syllabuses for grades K through 12; and (4) State Education Department supplementary publications relating to black history. The following findings and recommendations for improvement are discussed: (1) the documents appear to adversely impact the academic achievement of African American and other minority students; (2) the content of the syllabuses does not include sufficient amounts of current demographic information about minorities and fails to capitalize on opportunities to infuse facts about minority experiences, history, and contributions; (3) many teachers of minority group students have located and developed materials to fill gaps in the State materials; (4) early intervention and assistance eases the schools' teaching burden and enhances the chances for successful academic performance by otherwise poorly prepared students; and (5) greater attention needs to be given to structured learning and informal activities. A list of 62 references is appended. (FMW)

ED 310 204 UD 026 943

Un Llamado a la Accion III: 1989/90 Agenda Legislativa (A Call to Action III: 1989/90 Legislative Agenda).

Association of Puerto Rican Executive Directors, New York, NY.

PUB DATE- 89
AVAILABLE FROM- Association of Puerto Rican Executive Directors, 140 West 22nd Street, New York, NY 10011.
NOTE- 92p.; For English translation, see UD 026 944.
LANGUAGE- Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Translations (170)
DESCRIPTORS- Community Development; *Community Problems; Economically Disadvantaged; Government Role; *Hispanic Americans; *Needs Assessment; Public Policy; *Puerto Ricans; Resource Allocation; Social Problems; State Action; *State Legislation; Urban Problems
IDENTIFIERS- Community Needs; *Latinos; *New York; State Legislatures; State Responsibility; State Role

This Spanish-language publication of the Association of Puerto Rican Executive Directors (APRED) presents recommendations for action by the New York State legislature to improve opportunities and services for the Puerto Rican and Latino community. The agenda for legislative action calls for the integration to the community in the social, economic, and political mainstream of the State. The report is prefaced by a director's message and an introduction. The main body of the report is divided into three sections. Following an agenda preface, section I presents policy statements, background, and recommendations for legislative action on the following issues relating to the Puerto Rican/Latino community: (1) AIDS; (2) children and families; (3) criminal justice; (4) education; (5) economic development; (6) elderly; (7) health/mental health; (8) higher education; (9) housing; (10) income security; (11) institutional and community development; (12) racial justice; and (13) substance abuse. Section II offers APRED's position on State revenues; it presents a policy and background statement and proposes the following recommendations: (1) restoring the personal income tax progressivity; (2) broadening the corporate business tax base; and (3) postponing of a State tax cut. Section III includes a partial listing of APRED Legislative Task Force participants and contributors, and a 72-item bibliography. (AF)

ED 310 205 UD 026 944

A Call To Action III: 1989/90 Legislative Agenda.
Association of Puerto Rican Executive Directors, New York, NY.
PUB DATE- 89
AVAILABLE FROM- Association of Puerto Rican Executive Directors, 140

West 22nd Street, New York, NY 10011.
NOTE- 92p.; For Spanish translation, see UD 026 943.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; *Community Problems; Economically Disadvantaged; Government Role; *Hispanic Americans; *Needs Assessment; Public Policy; *Puerto Ricans; Resource Allocation; Social Problems; State Action; *State Legislation; Urban Problems
IDENTIFIERS- Community Needs; *Latinos; *New York; State Legislatures; State Responsibility; State Role

This publication of the Association of Puerto Rican Executive Directors (APRED) presents recommendations for action by the New York State legislature to improve opportunities and services for the Puerto Rican and Latino community. The agenda for legislative action, produced by the APRED Legislative Task Force, calls for the integration of the community in the social, economic, and political mainstream of the state. The report is prefaced by a director's message and an introduction. The main body of the report is divided into three sections. Following an agenda preface, section I presents policy statements, background, and recommendations for legislative action on the following issues relating to the Puerto Rican/Latino community: (1) AIDS; (2) children and families; (3) criminal justice; (4) education; (5) economic development; (6) elderly; (7) health/mental health; (8) higher education; (9) housing; (10) income security; (11) institutional and community development; (12) racial justice; and (13) substance abuse. Section II offers APRED's position on state revenues; it presents a policy and background statement and proposes the following recommendations: (1) restoring the personal income tax progressivity; (2) broadening the corporate business tax base; and (3) postponing a state tax cut. Section III includes a partial listing of APRED Legislative Task Force participants and contributors, and a 72-item bibliography. (AF)

ED 310 206 UD 026 945

Tillman, Peggie S.
Health Education and Promotion for Minorities, No. 88-20. Current Bibliographies in Medicine.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($2.50, stock no. 817-004-00020-2).
NOTE- 30p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Health Education; Health Materials; *Health Needs; *Health Promotion; Health Services; Hispanic Americans; *Minority Groups; *Public Health; Racial Differences; *Special Health Problems
IDENTIFIERS- Health Attitudes

There continues to be a significant disparity between the health status of minorities and nonminorities despite the improved health status of Americans in general. This bibliography contains 381 citations to information published between January 1983 and December 1988 concerning the following aspects of minority health: (1) health education; (2) health promotion; (3) attitudes towards health; and (4) availability of health services. Citations are limited to the United States and to ethnic groups identified in a search of the National Library of Medicine's MEDLINE database; women were not considered as a separate minority. Citations are arranged in the following three sections: (1) journal articles; (2) hearings, conference papers, and reports; and (3) monographs. The journal articles are subdivided into the following subject categories: (1) aging; (2) AIDS; (3) cancer; (4) cardiovascular diseases; (5) mental health; (6) adolescent pregnancy; (7) general pregnancy issues; (8) substance abuse; and (9) general health. Citations appear in only one category. A subscription order form is appended. (Author/FMW)

State Plan for the Education of Homeless Children and Youth in Arizona.
Arizona State Dept. of Education, Phoenix. Office of Education for Homeless Children and Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; *State Programs; Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Arizona; *Stewart B McKinney Homeless Assistance Act 1987

Arizona's state plan for the education of homeless children and youth responds to provisions of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of seven sections. Section 1 summarizes the homeless situation and the plan's origins and intent. Section 2 provides an assessment of the number, location, and educational status of homeless children and youth in Arizona. Section 3 describes the charge and activities of the Superintendent's Task Force on Education for Homeless Children and Youth and lists Task Force membership. Section 4 discusses the following barriers to homeless education: (1) lack of awareness on the part of school personnel and the public at large; (2) personal barriers; (3) legal barriers; (4) educational barriers; (5) lack of support services; and (6) lack of adequate funding. Section 5 describes the key goals, state policies and actions, and local responsibilities for the elimination or reduction of the barriers presented in Section 4. Section 6 outlines measures for the implementation, follow-up, and monitoring of the plan. Section 7 includes the following appendices: (1) definitions and a summary of McKinney Act provisions; (2) a reprint of Subtitle B of the McKinney Act; (3) Arizona revised statutes applicable to homeless education; (4) exemplary local programs; and (5) survey forms. (AF)

ED 310 208 UD 026 948

The Common Good: Social Welfare and the American Future. Policy Recommendations of the Executive Panel Final Report .
Ford Foundation, New York, N.Y.
PUB DATE- May 89
AVAILABLE FROM- Ford Foundation, Office of Communications, 320 East 43rd Street, New York, NY 10017 (free).
NOTE- 110p.; For executive summary, see UD 026 949.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; Economic Opportunities; *Federal Legislation; Financial Support; *Government Role; *Policy Formation; Poverty; Program Effectiveness; *Social Action; *Sociocultural Patterns; *Welfare Services
IDENTIFIERS- Pension Plans; *Social Security

The core of the U.S. social welfare system provides old-age pensions, unemployment insurance, and aid to dependent children. In recent years, as social and economic developments have created new vulnerabilities for the American family, observers are asking whether the system needs refinement and rethinking. The Project on Social Welfare and the American Future was established by the Ford Foundation to address the issue of making the welfare system more responsive to the present needs of children and families. The project consisted of research, policy analysis, and deliberations by an 11-member panel of citizens representing the business, academic, labor, civic, and civil rights communities. This final report of the project includes the following sections: (1) Reexamining Our Social Welfare System; (2) Infancy and Childhood: A Time to Sow; (3) Young Adulthood: Preparing for a World of Work; (4) The Working Years: Increasing Economic Opportunity and Social Protection; (5) Old Age: A Time to Reap and Sow Again; and (6) How to Pay the Bill. Three appendices list related resources and other projects funded by the Project on Social Welfare and the American Future. (VM)

ED 310 209 UD 026 949

The Common Good: Social Welfare and the American Future. Policy Recommendations of the Executive Panel. Executive Summary.

Ford Foundation, New York, N.Y.
PUB DATE- May 89
AVAILABLE FROM- Ford Foundation, Office of Communications, 320 East 43rd Street, New York, 10017 (free).
NOTE- 13p.; For complete final report, see UD 026 948.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; Economic Opportunities; *Federal Legislation; *Government Role; Older Adults; *Policy Formation; Poverty; *Program Improvement; *Social Action; *Welfare Services
IDENTIFIERS- *Social Security

Findings and recommendations of the Executive Panel of the Ford Foundation Project on Social Welfare and the American Future are presented. The research was based on a comprehensive review of Americans' social welfare needs and of policy alternatives. The findings show that, although the present system was well conceived, it is now outdated and insufficient to meet the needs of millions of Americans. Thus, there is a growing social deficit, as shown by the large number of teen pregnancies, the high percentage of youth dropping out of school, the large numbers of people who lack health insurance, and the many elderly persons who must impoverish themselves to obtain long-term care. A comprehensive set of specific recommendations are made for infants, children, young adults, working persons, and the elderly. The establishment of a special trust fund for social services is advocated. The names of the members of the executive panel are listed, and information is given about how to obtain a copy of the complete final report. (VM)

ED 310 210 UD 026 951

Verma, Gajendar K., Ed.
Education for All: A Landmark for Pluralism.
PUB DATE- 89
AVAILABLE FROM- The Falmer Press, Taylor & Francis Inc., 242 Cherry Street, Philadelphia, PA 19106-1906 (ISBN-1-85000-303-3, $39.00 hardcover; ISBN-1-85000-304-1, $20.00 paperback).
NOTE- 254p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Aspiration; *Cultural Pluralism; Curriculum Development; Educational Change; Ethnic Discrimination; *Ethnic Studies; Foreign Countries; *Multicultural Education; Racial Relations; Teacher Expectations of Students
IDENTIFIERS- Australia; Canada; United Kingdom; United States

Studies of multicultural education in Australia, Canada, the United States, and the United Kingdom are presented to make the argument that multicultural education must be for all children, not only those in minority groups. These 14 papers were collected by the Committee of Enquiry into the Education of Children from Ethnic Minority Groups established in 1979 by the British government. They are the following: (1) "Education for All: A Landmark in Pluralism" (Gajendra K. Verma); (2) "Equality of Opportunity, Multiculturalism, Anti-Racism and Education for All" (John Rex); (3) "The Origins of the Ethnocentric Curriculum" (Sally Tomlinson); (4) "Education for All: Social Reconstruction or Status Quo?" (Millicent E. Poole; Judyth M. Sachs); (5) "The Pluralist Dilemma Revisited" (Brian M. Bullivant); (6) "Education for All: A Canadian Dimension" (Christopher Bagley); (7) "International Interdependence: Swann's Contribution" (James Lynch); (8) "Teacher Education in a Multicultural Society" (Maurice Craft); (9) "Ignorance, Not Hostility: Student Teachers' Perceptions of Ethnic Minorities in Britain" (Louis Cohen); (10) "A New Planet?: Tackling Racial Inequality in All-White Schools and Colleges" (Barry Troyna); (11) "Warner and Swann: Similarities and Differences" (Peter Mittler); (12) "Research in a Plural Society: Pitfalls and Possibilities" (James Cornford); (13) "The Hermeneutics of the Swann Report" (Bhikhu Parekh); and (14) "Postscript--Cultural Pluralism: Strategies for Change" (Gajendra K. Verma). A foreword (Shirley Williams), an index, and information about the contributors are also included. (Author/VM)

ED 310 211 UD 026 953

Harris, Fred R., Ed.; Wilkins, Roger W., Ed.

Quiet Riots: Race and Poverty in the United States. The Kerner Report Twenty Years Later.

PUB DATE- 88

AVAILABLE FROM- Pantheon Books, Random House, Inc., 400 Hahn Road, Westminster, MD 21157 (ISBN-0-394-57473-7, $19.45 hardcover; ISBN-0-679-72100-2, $9.95 paperback).

NOTE- 223p.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - General (020) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- American Indians; Blacks; *Economically Disadvantaged; *Equal Opportunities (Jobs); Ghettos; Hispanic Americans; *Minority Groups; *Poverty; *Racial Relations; Racial Segregation; Unemployment; *Urban Problems

IDENTIFIERS- *Kerner Commission Report

This book grew out of the national conference "The Kerner Commission: Twenty Years Later." The Kerner Commission found in its 1968 Report that America was moving toward two separate and unequal societies, divided along racial lines, and that major efforts to combat poverty, unemployment, and racism were mandated. The essays in this book examine the persistence of racial and economic inequalities in American society. The book is divided into four parts. Part I, "The Kerner Reports of 1968," includes the following chapters: (1) "The 1967 Riots and the Kerner Commission" (Fred R. Harris); and (2) "The Kerner Report: A Journalist's View" (John Herbers). Part II, "Today's Worsened Poverty," includes the following chapters: (3) "Poverty Is Still With Us--and Worse" (David Hamilton); and (4) "Blacks, Hispanics, American Indians, and Poverty--and What Worked" (Gary D. Sandefur). Part III, "A Growing Urban Underclass," includes the following chapters: (5) "The Persistence of Urban Poverty" (Terry K. Adams and others); (6) "Separate Societies: Have the Kerner Warnings Come True?" (Gary Orfield); and (7) "The Ghetto Underclass and the Changing Structure of Urban Poverty" (William Julius Wilson and others). Part IV, "Conclusions and Recommendations," includes the following chapters: (8) "Thomas Jefferson, the Kerner Commission, and the Retreat of Folly" (Lynn A. Curtis); and (9) "Race and Poverty in the United States--and What Should Be Done," the report of the 1988 Commission on the States. Notes and sources, information on the contributors, and an index are appended. The book includes statistical information on 19 tables and five figures. (AF)

ED 310 212 UD 026 958

Gephart, Martha A.; Pearson, Robert W.

Contemporary Research on the Urban Underclass. A Selected Review of the Research That Underlies a New Council Program.

PUB DATE- Jun 88

AVAILABLE FROM- Social Science Research Council, 605 Third Avenue, New York, NY 10158.

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Journal Articles (080) Reports - Research/Technical (143)

DESCRIPTORS- *Community Problems; Disadvantaged Youth; Economically Disadvantaged; Ghettos; *Inner City; Literature Reviews; *Lower Class; *Poverty; Public Policy; *Research Needs; Social Isolation; Socioeconomic Influences; Urban Demography; *Urban Problems

IDENTIFIERS- Feminization of Poverty; Research Suggestions

Increasingly, poverty has become concentrated among the urban underclass in the United States. The dramatic economic changes underlying this situation have taken place within the context of larger changes in global, national, and regional political economies, including such factors as industrial restructuring and migration flows. In addition, the size and characteristics of an urban underclass are defined by the concepts of concentrated and persistent poverty and of "underclass behaviors." Although analysts have provided estimates of the size of this population, no consensus exists concerning the causes and dynamics of the problem. This paper surveys research on the urban underclass and describes a new program of the Social Science Research Council encouraging investigation of the structures and processes which generate, maintain, and can overcome urban poverty. The following levels of analysis are discussed: (1) changing global and national economies, including employment trends and shifts in the nature of labor; (2) regions, states, and cities; (3) communities and neighborhoods; and (4) family structure and processes. Several mechanisms comprise the nucleus of discussion and research: (1) structures that produce or create the possibility of urban poverty; (2) precipitating events that cause individual or family impoverishment; and (3) cycles or dynamics that maintain or enable one to break out of persistent poverty. A selected bibliography of 43 items is appended. (AF)

ED 310 213 UD 026 959

Pearson, Robert W.
Economy, Culture, Public Policy, and the Urban Underclass. A Discussion of Research on Processes and Mechanisms That Create, Maintain, or Overcome Urban Poverty.
PUB DATE- Jun 89
AVAILABLE FROM- Social Science Research Council, 605 Third Avenue, New York, NY 10158.
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Community Problems; Economically Disadvantaged; *Economic Change; Economic Factors; Labor Demands; Labor Supply; Literature Reviews; *Lower Class; *Poverty; *Public Policy; Research Needs; Research Opportunities; Social Change; Social Isolation; Socioeconomic Influences; Urban Demography; *Urban Problems
IDENTIFIERS- *Cultural Change; Historical Influences; Research Suggestions

Research is examining the processes by which persistent and concentrated urban poverty is created, maintained, prevented, or overcome. This paper reports on discussion and suggestions generated in a planning meeting of the Social Science Research Council's Committee for Research on the Urban Underclass held on September 21-23, 1988. Issues explored include the following: (1) the clarification of processes and mechanisms; (2) historically proximate and distant factors; (3) factors affecting the emergence of an urban underclass; (4) an increasingly competitive international economy driving industrial and occupational change; (5) the fact that changes in labor supply and demand have ignored segments of the population, or have made alternatives to participation in the formal economy more attractive; (6) variable responses to economic, cultural, and political changes; (7) the contribution of public policies to the formation of an urban underclass; and (8) the contentious character of culture. The Committee has commissioned review and research on the following subjects: (1) alternative opportunity structures; (2) the spatial mismatch hypothesis; (3) "demand side" theories and deteriorating relative earnings; (4) a cultural approach entailing social constructions of meaning; (5) discontinuities in job histories; (6) a large survey of poor and non-poor in Boston; and (7) an employers' survey conducted in Cook County (Illinois). A list of 25 references is appended. (AF)

America's People: An Imperiled Resource. National Urban Policy Issues for a New Federal Administration.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

PUB DATE- 89
AVAILABLE FROM- National Association of State Universities and Land-Grant Colleges, One Dupont Circle, NW, Suite 710, Washington, DC 20036-1191 ($3.00).
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Dislocated Workers; Economically Disadvantaged; Economic Development; Health Care Costs; Health Insurance; *High Risk Persons; Housing Needs; Infant Mortality; Labor Supply; Long Term Care; *Older Adults; Poverty; *Public Policy; Rural Urban Differences; *Urban Education; *Urban Problems; Urban Universities
IDENTIFIERS- Bush Administration; Environmental Problems; Environmental Protection

This report seeks to identify and make policy recommendations concerning major urban issues confronting the Bush Administration. The Division of Urban Affairs of the National Association of State Universities and Land-Grant Colleges (NASULGC) established working groups and commissioned papers on the following six key urban policy issues: (1) economic development; (2) environmental protection; (3) housing; (4) poverty; (5) health; and (6) education. This report summarizes major issues presented in the papers, organized around common themes. Threats to urban economic growth include the labor shortage and the impact of environmental pressures on the public infrastructure. Growing economic and social disparities among regions in the United States involve the following elements: (1) capital markets; (2) the telecommunications infrastructure; and (3) bidding wars for economic development. Lack of affordable housing is a problem in virtually all American cities. Poverty resulting from economic changes manifests itself in the following ways: (1) displaced workers; (2) disenfranchisement from health care; and (3) the working and persistently poor. Problems confronting young people include the following: (1) teenage pregnancy; (2) infant mortality; (3) pervasive poverty; and (4) unmet educational needs of the disadvantaged. Health care needs of the elderly constitute a serious problem. Urban universities have a significant investment in national action on these issues. A list of Oversight Committee and Working Group membership is appended. (AF)

Geary, Patricia A.

The Student Experience: At-Risk, College Prep, Minority Teenagers in an Urban High School.

Georgian Court Coll., Lakewood, NJ.
SPONS. AGENCY- National Center on Effective Secondary Schools, Madison, WI.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; Classroom Observation Techniques; *College Bound Students; College Preparation; Ethnography; Grade 10; Grade 11; *High Risk Students; High Schools; High School Students; Interviews; Longitudinal Studies; Participant Observation; Student Evaluation of Teacher Performance; *Student Experience; *Teacher Student Relationship; *Urban Schools
IDENTIFIERS- Constitutive Ethnographic Theory

Despite enormous political, social, and psychological forces working against them, some inner city black youths defy the odds and succeed academically. This study focuses on a group of successful at-risk minority students in an urban secondary school, and in particular on their student experience, including interactions with school culture, student social groups, and teachers. An ethnographic study was chosen as methodology for the investigation. The site selected was an all black inner city high school in a major southern center. The 35 students studied were participants in a newly-formed college preparatory program. Research findings revealed the strong influence of both informal and formal social groups, for which structures, criteria, and rationales are presented. Classrooms were dominated by teacher-established rules stated in positive and negative imperatives; hallways were covered with bulletin board maxims in the form of exhortations, adages/slogans, and platitudes. Student responses to teachers were diverse, but tended to center on interpersonal relations and professional competence as bases for good or bad ratings. Research implications suggest that the school's interacting complexities argue for multi-dimensional rather than merely quantitative reform measures and for increased student input in critical school operations. The study includes four figures and a list of 11 references. (AF)

ED 310 216 UD 026 970

Smilansky, Moshe; Nevo, David
The Gifted Disadvantaged. A Ten Year Longitudinal Study of Compensatory Education in Israel.
PUB DATE- 79
AVAILABLE FROM- Gordon and Breach, Science Publishers, Inc., One Park Avenue, New York, NY 10016 ($60.00 hardcover).
NOTE- 245p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Boarding Schools; Case Studies; *Compensatory Education; Demonstration Programs; Disadvantaged Youth; Foreign Countries; *Gifted Disadvantaged; Longitudinal Studies; Program Descriptions; Program Evaluation; Secondary Education
IDENTIFIERS- *Israel

This book reports on compensatory education in Israel and presents results of a 10-year evaluation of the Boarding School Fostering Program, a secondary school project in the education of culturally disadvantaged gifted students. The book is divided into two parts. Part One, "General Orientation to Compensatory Education in Israel," is comprised of the following chapters: (1) "Some Aspects of the Socio-Political Background of Israel"; (2) "Who Are the Culturally Disadvantages?" including a theoretical discussion of the concept and some general propositions, and an examination of the disadvantaged in Israeli society; (3) "Stages and Patterns in Israeli Policy Toward the Disadvantaged"; and (4) "Major Approaches Toward Fostering the Disadvantaged during the Compensatory Education Stage." Part Two, "The Boarding School Fostering Program for the Gifted Disadvantaged: A Ten Year Longitudinal Evaluation," is comprised of the following chapters: (5) "The Rationale of the Program"; (6) "The Process of Implementation," including discussion of identification and selection of candidates, the educational program, and some problems of implementation; (7) "The Evaluative Design of the Program"; (8) "Students' Educational and Socio-Economic Background"; (9) "Students' Success in Secondary Education"; (10) "The Social Acceptance of the Boarding Students within their Classes"; (11) "Continuation of Studies in Higher Education"; and (12) "Toward the Future," including discussion of the significance of the program and suggested improvements. A list of references is appended to each chapter. The book includes 26 tables and two figures. An appendix describes 17 schools taking part in the study. A name and subject index is included. (AF)

ED 310 217 UD 026 971

Rose, Mike
Lives on the Boundary. The Struggles and Achievements of America's Underprepared.
PUB DATE- 89
AVAILABLE FROM- The Free Press, Macmillan, Inc., 866 Third Avenue, New York, NY 10022 ($22.95 hardcover).
NOTE- 255p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Biographies; Educational Quality; Elementary Secondary Education; Higher Education; *High Risk Students; *Humanities Instruction; Interviews; *Liberal Arts; *Literacy Education; *Remedial Instruction; Student Experience; Teaching Experience; *Underachievement; Veterans Education
IDENTIFIERS- Teacher Corps; University of California Los Angeles

This book is concerned with the educational underclass of students considered underachieving, remedial, or illiterate, and with the kinds of literacy and liberal arts curricula that can best help them. The book is divided into eight chapters. Chapter 1, "Our Schools and Our Children," reviews the author's experiences with students classed as underprepared and questions the efficacy of conventional reform initiatives for this population. Chapter 2, " I Just Wanna Be Average, '" recounts the author's own underachievement and the influence of an inspirational teacher. Chapter 3, "Entering the Conversation," describes the author's undergraduate experience and intellectual development. Chapter 4, "The Poem Is a Substitute for Love," is an account of the author's graduate study and his decision to withdraw short of completion. Chapter 5, "Literate Stirrings," describes the author's work with the Teacher Corps in East Los Angeles. Chapter 6, "Reclaiming the Classroom," recounts the author's experience teaching in the Veteran's Program. Chapter 7, "The Politics of Remediation," is a narrative of the author's work at the Tutorial Center at UCLA. Chapter 8, "Crossing Boundaries," recapitulates themes and fallacies common to all remedial education forums. "Epilogue: Lilia" summarizes the book's concerns. Notes and a 94-item bibliography are appended. (AF)

ED 310 218 UD 026 972

Garber, Herbert; And Others
Dropping Out and Returning to Urban Schools: Understanding Why Both Happen.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; Discriminant Analysis; *Dropout Characteristics; Dropout Prevention; Dropout Research; *Dropouts; Experiential Learning; *High Risk Students; *Reentry Students; *School Holding Power; School Policy; Secondary Education; *Urban Schools; Withdrawal (Education)
IDENTIFIERS- *Baltimore City Public Schools MD

This study investigates factors contributing to dropping out and returning to school among urban high school students. The analysis is a preliminary attempt to determine whether state or local responses are more viable in preventing high-risk students from leaving school early, and the extent to which school practices and policies may influence these students' decision to withdraw. The study samples the responses of students in the following types of large city secondary schools: (1) "zone schools"; (2) alternative high schools; (3) high school equivalency (GED) programs; and (4) specialized "citywide" high schools for college-bound, higher-achieving students. Student response to four survey instruments were collected, and discriminant function analysis was used to evaluate the relationships among the results. In the analysis, the criterion variable is dropping out versus not dropping out, and the predictor variables are the various measures gathered. Preliminary findings challenge the belief that system-wide changes have uniform beneficial effects in all schools; instead, the need for eclectic, locally-developed programs is indicated. Career planning and work-study opportunities were strongly endorsed by respondents, suggesting the desirability of schooling responsive to the life circumstances of urban students. The paper includes two tables and three figures. A list of 25 references is appended. (AF)

ED 310 219 UD 026 973

Drazen, Shelley
The Allocation and Distribution of Chapter 1 Funds in New York State School Districts. Draft.
PUB DATE- 27 Mar 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Disadvantaged Schools; *Educational Equity (Finance); *Educationally Disadvantaged; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Federal Aid; Multiple Regression Analysis; *Resource Allocation; School Districts; State Aid; State Federal Aid; Student Needs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York

This draft report examines patterns in the allocation and distribution of federal compensatory education (Chapter 1) funds in New York State school districts. To preserve local control over education, Chapter 1 aid for disadvantaged students is distributed through a three-tiered system involving a federal allotment formula, state distributions, and school district distributions. However, local decisions lead to considerable variation in actual allocations of Chapter 1 resources for individual students. Results of the distributional system are that the majority of students receiving Chapter 1 services are not poor, and that small districts, rather than wealthy ones, tend to be unserved. This study examines the New York State Chapter 1 situation in terms of the following factors: (1) state and district allocation practices; (2) financial resources from federal, state, and local levels; (3) demographic factors including population, poverty, and population density; and (4) decisions at the local level. Data are analyzed individually and then combined to form a multiple regression model. Among the study's findings are that compensatory education program size is not closely linked to individual students' educational need, and that high poverty districts seem to run smaller, more expensive programs in New York State. The report includes two tables. A list of 41 references is appended. (AF)

ED 310 220 UD 026 975

Irvine, Jacqueline Jordan
Black Students and School Achievement: A Process Model of Relationships among Significant Variables.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; *Black Students; Cooperative Learning; Elementary Secondary Education; *Equal Education; Hidden Curriculum; Models; Predictor Variables; Student Characteristics; Student School Relationship; Teacher Characteristics; Teacher Student Relationship; *Track System (Education); *Underachievement
IDENTIFIERS- Paideia Proposal; *Process Models

This paper examines factors that contribute to or inhibit the academic achievement of black students. The study is based on a process model that seeks to define interrelationships among the following elements: (1) the societal context, which is the level of prescriptive ideologies and structures; (2) the institutional context, which is the level of descriptive practices and policies; (3) the interpersonal context, including both teacher and student cultural characteristics, and the factor of cultural synchronization mediating their interaction; (4) the interplay between teacher expectations and student expectations; and (5) black student achievement. The paper focuses on two components of the model: prescriptive ideologies of the functions of education and equal opportunity; and descriptive practices such as tracking and the hidden curriculum. The paper contends that, contrary to prescriptive doctrine, schools operate overtly and covertly to institutionalize the "caste-like" status of black children, acting as a primary instrument by which the powerful maintain the status quo. The hidden curriculum, which inculcates bias and limitation through latent classroom transactions, and tracking, which consigns black children to educational ghettos, both subvert prescriptive educational ideologies. Alternatives to the organization of instruction by ability are reviewed and recommended. The paper includes one figure. (AF)

ED 310 221 UD 026 977

Lazere, Edward B.; Leonard, Paul A.

The Crisis in Housing for the Poor: A Special Report on Hispanics and Blacks.

Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

PUB DATE- Jul 89
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Census Figures; Family Financial Resources; *Hispanic Americans; *Housing Deficiencies; *Low Income Groups; *Low Rent Housing; Poverty; *Racial Differences; Residential Patterns; Statistical Analysis; Welfare Services; Whites

Housing has become an increasingly unaffordable commodity for most low income Black and Hispanic households. A comprehensive set of data on housing conditions nationwide was collected by the Bureau of the Census and the U.S. Department of Housing and Urban Development (HUD) as part of the American Housing Survey for 1985. The following key findings are discussed: (1) three out of four Black and Hispanic households paid more than 30 percent of their household incomes for housing; (2) minority households are more likely to bear high housing costs than White households; (3) Hispanics and Blacks are less likely to be homeowners than Whites; (4) the problems faced by all poor households in finding affordable housing have increased appreciably since 1970; (5) a sharp increase in the number of poor families, a substantial reduction in the number of low rent units in the housing stock, and a resulting increase in rental charges have created an increased shortage of low rent housing since 1978; (6) the poor are more likely to live in substandard housing than the non-poor; (7) a substantial number of poor households live in overcrowded conditions; (8) government assistance is available for fewer than 29 percent of poor renter households; (9) minority housing problems vary by region; and (10) poor Black and poor Hispanic households are less likely than poor White households to be headed by an elderly person and are more likely to have children. Statistical data are included on six graphs and five tables. A list of 21 notes is appended. (FMW)

ED 310 222 UD 026 993

McNeil, John; And Others
Moving Into and Out of Poverty: Data from the First SIPP Panel File.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Blacks; Census Figures; *Comparative Analysis; Hispanic Americans; *Low Income Groups; *Poverty; *Racial Differences; Statistical Analysis; *Statistical Bias; *Statistical Studies
IDENTIFIERS- Panel Studies

This report examines the poverty status of persons in 1984 and 1985 using the complete panel file of the 1984 Survey of Income and Program Participation (SIPP) and compares those findings to poverty estimates based on the Current Population Survey (CPS). Although the CPS is used to obtain official estimates of persons in poverty, SIPP captures the persistence of poverty among given individuals and families. SIPP produced lower estimates than CPS for the following reasons: (1) a larger amount of transfer income is captured in SIPP; (2) negative self-employment income cannot be recorded in SIPP; and (3) complete information on any changes in household composition that might have occurred during the calendar year are included in SIPP. An investigation of time-in-sample bias in SIPP was inconclusive. The following findings are reported: (1) 11.5 percent of the population were poor in 1984, 11 percent were poor in 1985, and 8.7 percent were poor in both years; (2) 13.8 percent of the population were poor in either 1984 or 1985; (3) 19 percent were poor or near-poor in either 1984 or 1985; (4) 75 percent of those who were poor in 1984 were also poor in 1985, and 86 percent were either poor or near-poor; (5) about 2 percent of those who were non-poor in 1984 became poor in 1985, and about 4 percent became near-poor; and (6) Black or Hispanic non-poor were about twice as likely as Whites to become poor or near-poor. Nine tables of statistical data are appended. (FMW)

ED 310 223 UD 027 012

Racial or Ethnic Distribution of Staff and Students in California Public Schools 1987-88.

California State Dept. of Education, Sacramento.

PUB DATE- 88
AVAILABLE FROM- Publications Sales, California State Dept. of Education, P. O. Box 271, Sacramento, CA 95802-0271 (free).
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Minority Groups; *Public Schools; *Racial Distribution; *School Demography; Statistical Analysis; *Student Characteristics; *Teacher Characteristics; Whites
IDENTIFIERS- *California

The California State Department of Education collects racial and ethnic data on public school staff and students in California in October of each year through the California Basic Educational Data System (CBEDS). This report presents a summary of the data for the State and for each county. The following characteristics are noted: (1) of the 4.5 million students enrolled in the public schools, 49.9 percent were members of minority groups; (2) of those students enrolled in kindergarten through grade 9, over 50 percent were minority students and of those students enrolled in grades 10 through 12, 45 percent were minority students; (3) white students accounted for 61.1 percent of the high school graduates in 1987; (4) white certified staff members accounted for 81.6 percent of the total certified staff; and (5) the total number of full-time and part-time classified staff members was 216,412 and 38.6 percent of them were members of minority groups. Statistical data are presented on seven tables and seven maps. (FMW)

ED 310 224　　　　　　UD 027 050

Welfare Reform. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (April 9, 1987). Part 1 of 3.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

PUB DATE- 88
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 107p.; For related documents, see UD 027 051-052.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; Child Support; *Child Welfare; Cost Estimates; Economically Disadvantaged; *Employment Programs; Family Financial Resources; *Family Programs; *Federal Legislation; Federal Programs; Policy Formation; Program Costs; Program Development; Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Care Legislation; *Proposed Legislation

This hearing, the first of three on welfare reform, focuses on "how we can reform welfare programs to conserve the best of the past and give us new latitude to deal with the emerging problems of the future," according to Senator Lloyd Bentsen, the Chairman of the Committee. The following individuals were witnesses: (1) Richard E. Lyng, Department of Agriculture; (2) Samuel R. Pierce, Department of Housing; (3) Otis R. Bowen and Robert Helms, Department of Health and Human Services; (4) Bill Clinton, Governor, Arkansas; and (5) Michael N. Castle, Governor, Delaware. The prepared statements of the witnesses and other materials are included. (BJV)

ED 310 225 UD 027 051

Welfare Reform. Hearings on S. 869, S. 1001, S. 1511, before the Committee on Finance. United States Senate, One Hundredth Congress, First Session (October 14 and 28, 1987). Part 2 of 3.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
PUB DATE- 88
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 321p.; For related documents, see UD 027 050-052.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; Child Support; *Child Welfare; Cost Estimates; Economically Disadvantaged; *Employment Programs; Family Financial Resources; *Family Programs; *Federal Legislation; Federal Programs; Job Training; Policy Formation; *Poverty; Program Costs; Program Development; Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Care Legislation; *Proposed Legislation

This series of hearings, the second of three on welfare reform, focuses on the following legislation: (1) the Family Security Act (S. 1511); (2) child support enforcement bills (S. 1001 and S. 869); and (3) the Aid to Families with Dependent Children Employment and Training Reorganization Act. Among the speakers and witnesses were the following: (1) Lloyd Bentsen, Senator, Texas; (2) Barbara Mikulski, Senator, Maryland; (3) Terry Sanford, Senator, North Carolina; (4) Daniel J. Evans, Senator, Washington; (5) John G. Rowland, Congressman, Connecticut; (6) Jaime B. Fuster, Resident Commissioner, Puerto Rico; (7) Nancy Johnson, Congresswoman, Connecticut; (8) Bill Clinton, Governor, Arkansas; (9) Kevin B. Aslanian, Coalition of California Welfare Rights Organizations; (10) Stephen Heintz, Connecticut Department of Income Maintenance; (11) Marge Roukema, Congresswoman, New Jersey; (12) Linda A. Wilcox, Maine Department of Human Services; (13) Ann C. Helton, Maryland Department of Human Services; (14) Douglas G. Glasgow, National Urban League, Inc.; (15) Susan Rees, Coalition on Human Needs; (16) Arthur B. Keys and Ruth Flower, Interfaith Action for Economic Justice; and (17) Judith M. Gueron, Manpower Demonstration Research Corporation. Appended are the prepared statements of the witnesses, and other material submitted for the record. (BJV)

ED 310 226   UD 027 052

Welfare Reform. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, Second Session (February 4, 1988). Part 3 of 3.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

PUB DATE- 88

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, D.C. 20402.

NOTE- 297p.; For related documents, see UD 027 050-051.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Child Advocacy; Child Support; *Child Welfare; Cost Estimates; Economically Disadvantaged; *Employment Programs; Family Financial Resources; *Family Programs; *Federal Legislation; One Parent Family; Policy Formation; Poverty; Program Costs; Program Development; Public Policy; Welfare Recipients; *Welfare Services

IDENTIFIERS- Child Care Legislation; *Proposed Legislation

This hearing, the third of three on welfare reform, focuses on the problem of child support and ways to improve the current system. One child in four now lives with a single parent; these children must receive the support that they are due. The hearings also focused on the problems of unemployed parents, and how the welfare system can help prepare welfare recipients for the long term through training, education, and job placement. Among the witnesses were the following: (1) Jeff Bingham, Senator, New Mexico; (2) Thad Cochran, Senator, Mississippi; (3) Jim Mattox, Attorney General, Texas; (4) Pierce A. Quinlan; (5) Gerald W. McEntee, American Federation of State and County Municipal Employees; (6) Regina S. Lipscomb, West Virginia Department of Human Services; (7) Carl B. Williams, Greater Avenues for Independence; (8) Cindy C. Haag, Utah Department of Social Services; (9) Robert G. Williams, Policy Studies, Inc.; (10) Robert Greenstein, Center on Budget and Policy Priorities; (11) David L. Levy, National Council for Children's Rights; and (12) Margaret Prescod, Black Women for Wages for Housework. Also appended are the prepared statements of the witnesses and other material submitted for the record. (BJV)

ED 309 234 RIE VOL.25,NO.01 FROM: ADAMS, MAR 0004
AUTHOR INDEX JANUARY 1990 TO: ZWANA, JAP

Adams, Marilyn
Teaching Thinking to Chapter I Students. Technical Report No. 473.
51p. 1mf. L1 ED 309 399

Adamson, June N.
The "New Yorker" Education Program and How It Was Used in One Classroom.
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Addou, Ibrahim Hassan
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